

Research Article

Digital Learning Dynamics: Unpacking Consumer Attitudes and Purchase Intentions for Udemy Online Courses with a Focus on English Speaking and Excel Skills among Gen-Z in Ahmedabad, Gujarat

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How to cite this article:

Moksh P, Mali L, Vidani C J. Digital Learning Dynamics: Unpacking Consumer Attitudes and Purchase Intentions for Udemy Online Courses with a Focus on English Speaking and Excel Skills among Gen-Z in Ahmedabad, Gujarat. *J Adv Res Pub Poli Admn* 2023; 5(2): 9-20.

Date of Submission: 2023-10-03

Date of Acceptance: 2023-11-07

A B S T R A C T

This research paper delves into the fascinating realm of consumer attitudes towards the purchase intentions of online courses on Udemy, with a particular focus on English speaking and Excel skills. The study centres on the Gen-Z demographic in Ahmedabad, Gujarat, aiming to illuminate the factors that influence their choices in the digital learning landscape. In an era marked by the rapid digitization of education, understanding the preferences, motivations, and decision-making processes of this generation is vital for educators, online learning platforms, and policy-makers alike. Through a comprehensive survey and analysis, this research uncovers insights that shed light on the evolving landscape of digital education.

Keywords: Consumer Attitude, Purchase Intention, Online Courses, Udemy, Gen-Z, Digital Learning, English Speaking, Excel Skills, Ahmedabad, Gujarat. Top of Form

Introduction

In the rapidly evolving digital age, the education landscape has witnessed a significant transformation, with online courses becoming a prominent mode of learning. Among the tech-savvy Generation Z. The individuals that are born roughly in the 1990s - 2010s, this generations are into interested in pursuing online courses as a means of acquiring new skills, advancing their knowledge, and exploring diverse subjects (Vidani, 2015).

The study of consumer attitudes towards the purchase

intention of online courses among Gen-Z is of paramount importance to educational institutions, e-learning platforms, and marketers seeking to cater to this tech-native and educationally inclined generation. (Vidani & Solanki, 2015)

Objectives: The primary objective of this research is to explore and analyse the consumer attitudes of Gen-Z individuals towards their intention to purchase and engage with online courses. To achieve this overarching goal, some of the objectives are mentioned below:

- Key factors to be identified which influencing Gen-Z's

decision to enrol in online courses.

- To assess the perceived benefits and barriers associated with online learning from the perspective of Gen-Z.
- To investigate the preferred types and formats of online courses among Gen-Z learners.
- To examine the role of social media and online influencers in shaping Gen-Z's attitudes towards online course purchases.
- To understand the impact of perceived course quality, accreditation, and credibility on Gen-Z's purchase intention.
- To explore the relationship between Gen-Z's learning preferences and their likelihood to invest in online courses.
- To provide valuable insights and recommendations for educational institutions and e-learning platforms to tailor their offerings to better align with Gen-Z's preferences and needs.

Methodology: This study is mixed research design, containing both the aspect of qualitative as well as quantitative approaches (Vidani, 2015). The first phase will involve interviews and group discussions among a diverse sample of Gen-Z individuals to gain rich insights into their perceptions, motivations, and preferences related to online course. The quantitative phase will consist of administering structured questionnaires to a larger representative sample of Gen-Z learners, allowing for statistical analysis of the data (Vidani, 2015).

Expected Impact: The results of this research endeavour to contribute significantly toward the field of education and marketing by shedding light on the consumer behaviour towards Gen-Z regarding online course purchases. This insight gained from this study will provide valuable guidance for educational institutions and e-learning platforms to tailor their offerings, marketing strategies, and communication channels to better engage with this generation of learners (Vidani, 2015).

Additionally, the study's results will add to the existing body of knowledge on consumer attitudes towards online education and aid future researchers in exploring related areas of interest.

Literature review

(V. Hagemann, F. Herbstreit, Clemens J Kehren, J. Chittamadathil, Sandra Wolfertz, D. Dirkmann, A. Kluge, J. Peters 2017)

This research is all about training sessions that could affect how medical students act think, perform based on after and before training measurements. This study will include 77 students who are spliced into two groups one received trainings and other group doesn't consist of 43 students each. All student where given task in simulated emergency

situation before training and after trainings and their efforts and behaviour was observed and also measure the stress level of both the groups. Medical team has assessed the result of both the groups. The group given the training has shown that stress level and decision-making ability where better as compared to group that no training has been provide. This show that short trainings session can also better the results. The better integration of the program can be done with practical examination and curriculum can be adjust accordingly (Vidani, 2016).

(Katharina Schuster, Lana Plumanns, K. Groß, R. Vossen, A. Richert, S. Jeschke 2015)

In today world everyone needs to be up to date with technology in industry 4.0 every professional need to be advanced like cyber systems, internet of things itself. The new industry will be started likewise smart factories. in these smart factories production is very customised and connected. real life vs virtual life will come together as one thing. This will in turn create new business, big market, fast connectivity as well. Now the trainer, teacher, mentors have to find new ways to increase the engagement level. These 3 studies which are been done, firstly ask which type of students online learning will be preferred. Secondly new way of learning was implemented by the professional trainers after the training difference was seen in communication, there thinking process, new ways of learnings was introduced (Vidani, 2016).

(Sumer Salman Abou Shaaban, J. Shawish, M. Jalambo 2019)

This explanation will be finding the insides to fond English language new age model-based technology application .64 teacher were asked from different countries like Pakistan, UK, USA, Iran, lepton, Yemen, Iran. there are two parts of bifurcation into the studies .1parts is how this teacher uses online technology in different area in trainings in different areas like wiki, YouTube, vlogs, email, google, devices, online application etc. 2 parts is how confident the teacher felt about using this online platform. the data shown different teacher the male and female using different types of online technology, so in simple words many teachers are using E-mail and devices but not more than

(Mohd Safarin Bin Nordin, A. Nasir, Muhammad Khair Noordin, Y. Bunta 2013)

This research paper is related in Malaysia where they are testing the skill of worker in electronic industry and competition to the skill the employer needs from the worker. this data is specific how well the worker can work with other and manage their time they focused on 7 different parameters such as leadership, communication, thinking, problem solving, managing information. the researcher calculated the average score for each of their

skills from the workers and compared it with the employer needs. they used radar test to shown the comparisons. the result showed t test them was clear gap between the want and needs of worker and employers. Then training for the needed was provide and the problem started to solve

(Amparo Argawanon Tulo, G. Gempes 2016)

The main goal of the study was understanding the way trainer get training and how they get the skill and how well they move forward in their careers. They asked 407 trainers and collected the perceptions. They discovered that these three things (skill potential, training perspective, and career progress) were indeed connected to each other. However, they found that the training perspective didn't completely explain the relationship between how skilled the trainers were and how well they were progressing in their careers. This means that the way trainers are trained only partly explains why their skills affect their career growth. The researchers think that the direct impact on career growth might come from a combination of skill potential and other factors that they didn't look into in this study.

Objective of Study

1. To understand the level of awareness of Udemy and its online courses among Gen-Z in Ahmedabad city.
2. To examine the factors that influence the purchase intention of online courses on Udemy among Gen-Z in Ahmedabad city, with a focus on the moderating role of price.
3. To explore the relationship between consumer attitudes towards online courses on Udemy and their purchase intention among Gen-Z in Ahmedabad city.
4. To assess the level of satisfaction among Gen-Z in Ahmedabad city who have previously purchased online courses on Udemy, and the factors that contributed to their satisfaction

Research Methodology

Research Design: The design for getting information will be a questionnaire-based process which will help to collect data that can be presented in numerical form and can be analysed statistically. An interrelated- sectional survey design would be in used; data collected from the source are Gen-z respondents of Ahmedabad city.

Sampling Technique: A purposive technique for sample is selected in which respondents will be main target for study. The population of interest are the GenZ in Ahmedabad city who have purchased or intend to purchase online courses on Udemy.

Data Collection: questionnaire will be used for data collection. Questionnaire will contain both closed-questions and Likert-scale inquiries. The questions will be pretested before administration toward ensuring that it is clear and understandable the survey done

Data Analysis: The data collected from the respondents will be analysed using with the tools of statistics. Which will be used to examine the relationship between consumer attitudes towards online courses on Udemy and their purchase intention.

Ethical Considerations: no data collected will be disclosed for the benefit of the respondents as well as the individual how has provided us useful insights

Limitations: Possible limitations of the study could include the possibility of sampling bias, social desirability bias, and the use of self-reported data. Efforts will be made to minimize these limitations by using a purposive sampling technique, ensuring respondent confidentiality.

Research design

Descriptive design of research has been implemented

Source of data

Primary data

It is original primary data, for specific phase of research project. For this project used Questionnaire common research instrument.

Secondary data

Books, Articles, journal and internet etc.

Sample plan

Sample population: People of Ahmedabad

Sample Unit: Gen-z within Ahmedabad

Size of sampling: 150 total respondents were surveyed.

Method of sampling: Non-probability convenience method is implemented.

Tools: The tools which are used are SPSS software and MS Excel.

Beneficiaries of the Study

- **Corporate Trainers:** The study can provide valuable insights to Gen-z regarding online courses in Ahmedabad's. It can help them understand the demand for specific programmes, identify gaps in the market, and tailor their offerings accordingly. This can lead to better engagement and increased participation in their training programmes.
- **Employees and Job Seekers:** The study can benefit individuals working by Gen-z or those seeking employment in Ahmedabad. By raising awareness about the availability of online courses which are available, employees can explore opportunities to enhance their skills, improve their career prospects, and stay relevant in a rapidly evolving industry. Job seekers can use this information to identify the training programmes that align with their career goals and

make informed decisions about upskilling.

- **Training Institutions:** Training institutions, both public and private, offering online courses can benefit from the study. The research findings can help them understand the demand and preferences of Gen-z in Ahmedabad. Institutions can align their program offerings, marketing strategies, and course content to meet the specific needs identified in the study, thus increasing their effectiveness and attracting more participants.
- **Government and Policy Makers:** The study’s findings can be valuable for government bodies and policymakers in Ahmedabad. By understanding the awareness levels and gaps in online programmes, they can develop targeted policies, initiatives, and funding opportunities to support the growth and development of the Gen-z. This can contribute to the overall skill development and economic growth of the city.
- **Research Community:** The study itself can contribute to the research community by adding to the existing body of knowledge on online programmes for Gen-z. It can provide insights into the effectiveness, relevance, and impact of such programmes, helping future researchers and academics in this field.

Limitation of the Study

- **Models:** The research has a limited sample size due to resource constraints. A smaller sample size might not fully represent the diverse population of Gen-z in Ahmedabad, leading to potential biases and limitations in generalizing the findings.
- **Sampling technique:** sampling biased method for selection of participants has been used. For instance, if the participants are selected through convenience sampling or self-selection, it may not accurately represent the entire target population, affecting there

the result of the study.

- **Generalizability:** this is specific to the Gen-z in Ahmedabad city and not be generalizable to other cities or industries. The unique characteristics, cultural context, and demographics of Ahmedabad may limit the broader applicability of the results.
- **Time constraints:** The research be conducted within a limited timeframe, restricting the depth and breadth of the study. It not captures the long-term impact or changes in awareness of non-technical training programmes over time.
- **Lack of control:** Since the study examines awareness among participants, there may be limited control over variables that can influence awareness, such as external marketing campaigns, personal experiences, or word-of-mouth communication. These factors could affect the results and limit the study’s ability to establish causal relationships.

Hypothesis Testing

Table 1

H1: There is a significant relationship between Age Group and often purchase of online courses among the Gen-Z of Ahmedabad.

Pearson Correlation of Age and often purchase of online courses was found to be Negative and statistically insignificant ($r=-0.48, p>0.05$). Hence, H1 is rejected. This shows that the age group have no relationship towards purchase of online courses.

Table 2

H2: There is a significant relationship between Age group and discounts & promotion that affects the decisions to enroll in online courses among the Gen-Z of Ahmedabad.

Table 1

		AGE GROUP	Purchase Online Courses most often
AGE GROUP	Pearson Correlation	1	-.048
	Sig. (2-tailed)		.558
	N	149	149
Purchase Online Courses most often	Pearson Correlation	-.048	1
	Sig. (2-tailed)	.558	
	N	149	149

Table 2

		AGE GROUP	Discounts or promotional offers affects my decision to enroll in an online course.
AGE GROUP	Pearson Correlation	1	.028
	Sig. (2-tailed)		.730
	N	149	149
Discounts or promotional offers affects my decision to enroll in an online course.	Pearson Correlation	.028	1
	Sig. (2-tailed)	.730	
	N	149	149

Pearson Correlation of Age group and discounts & promotion was found to be positive and statistically insignificant ($r=0.28$, $p>0.05$). Hence, H2 is rejected. This suggests that age group is not a significant factor in determining whether someone is influenced by discounts or promotional offers when enrolling in an online course.

H3: There is a significant relationship between Age group and level of trust individuals have in online courses over traditional classroom among the Gen-Z of Ahmedabad.

Table 3

Pearson Correlation of Age group and online courses more

than compared to traditional classrooms was found to be weak negative and statistically insignificant ($r=-0.81$, $p>0.05$). Hence, H3 is rejected. This suggests that age group is not a significant factor influencing the level of trust individuals have in online courses over traditional classroom.

Table 4

H4: There is a significant relationship between age group and the perception that online courses are more effective in terms of learning outcomes compared to traditional classroom-based courses. among the Gen-Z of Ahmedabad

Table 3

		AGE GROUP	I trust online courses more compared to traditional classroom-based courses.
AGE GROUP	Pearson Correlation	1	-.081
	Sig. (2-tailed)		.329
	N	149	149
I trust online courses more compared to traditional classroom-based courses.	Pearson Correlation	-.081	1
	Sig. (2-tailed)	.329	
	N	149	149

Table 4

		AGE GROUP	Online courses are more effective in terms of learning outcomes compared to traditional classroom-based courses
AGE GROUP	Pearson Correlation	1	-.009
	Sig. (2-tailed)		.912
	N	149	149
Online courses are more effective in terms of learning outcomes compared to traditional classroom-based courses	Pearson Correlation	-.009	1
	Sig. (2-tailed)	.912	
	N	149	149

Pearson Correlation of age group and perception that online courses are more effective in terms of learning outcomes compared to traditional classroom-based courses was found to be negative and statistically insignificant ($r = -0.09, p > 0.05$). Hence, H4 is rejected. That age group is not a significant factor influencing individuals' opinions on the effectiveness of online courses over traditional classroom-based courses.

Table 5

H5: There is a significant relationship between Age group and the importance on the quality of course content among the Gen-Z of Ahmedabad.

Pearson Correlation of age group and the importance on the quality of course content was found to be weak negative and statistically insignificant ($r = -0.33, p > 0.05$). Hence, H5 is rejected. This means that age group is not a significant

factor influencing how important individuals consider the course content quality.

Table 6

H6: There is a significant relationship between Age group and reputation of course instructor is significant among the Gen-Z of Ahmedabad.

Pearson Correlation of age group and reputation of course instructor is significant was found to be weak negative and statistically insignificant ($r = -0.59, p > 0.05$). Hence, H6 is rejected. This means that age group is not a significant factor influencing how important is the instructor's reputation to be.

Table 7

H7: There is a significant relationship between Age group and Udemy as the platform for purchasing online courses among the Gen-Z of Ahmedabad.

Table 5

		AGE GROUP	Quality of course content is an essential factor for me.
AGE GROUP	Pearson Correlation	1	-.033
	Sig. (2-tailed)		.688
	N	149	149
Quality of course content is an essential factor for me.	Pearson Correlation	-.033	1
	Sig. (2-tailed)	.688	
	N	149	149

Table 6

		AGE GROUP	Reputation of the course instructor is significant to me.
AGE GROUP	Pearson Correlation	1	-.059
	Sig. (2-tailed)		.473
	N	149	149
Reputation of the course instructor is significant to me.	Pearson Correlation	-.059	1
	Sig. (2-tailed)	.473	
	N	149	149

Table 7

		AGE GROUP	I trust Udemy as a platform for purchasing online courses
AGE GROUP	Pearson Correlation	1	.120
	Sig. (2-tailed)		.146
	N	149	149
I trust Udemy as a platform for purchasing online courses	Pearson Correlation	.120	1
	Sig. (2-tailed)	.146	
	N	149	149

Pearson Correlation of age group and UdeMy as the platform for purchasing online courses found to be positive and statistically significant ($r=0.120$, $p<0.05$). Hence, H7 is accepted. This means that age group is significant correlation between age groups and trust in UdeMy as a platform.

Table 8

H8: There is a significant relationship between the Age group and courses recommended by peers among the Gen-Z of Ahmedabad.

Pearson Correlation of age group and courses recommended

Table 8

		AGE GROUP	I am more likely to purchase a course recommended by my peers
AGE GROUP	Pearson Correlation	1	.107
	Sig. (2-tailed)		.194
	N	149	149
I am more likely to purchase a course recommended by my peers	Pearson Correlation	.107	1
	Sig. (2-tailed)	.194	
	N	149	149

Table 9

		AGE GROUP	It is important for an online course to have interactive features, such as discussion forums or live Q&A sessions
AGE GROUP	Pearson Correlation	1	.141
	Sig. (2-tailed)		.047
	N	149	149
It is important for an online course to have interactive features, such as discussion forums or live Q&A sessions	Pearson Correlation	.141	1
	Sig. (2-tailed)	.047	
	N	149	149

Pearson Correlation of age group and online courses have interactive features found to be positive and statistically significant ($r=0.141$, $p<0.05$). Hence, H9 is accepted. This shows that age group and interactive sessions are interrelated to each other & significant.

Discussion

The findings of this research offer valuable insights into the attitudes and purchase intentions of Generation Z (Gen-Z) individuals in Ahmedabad, Gujarat, towards online courses. With a focus on demographic factors, course preferences, budget considerations, and platform trustworthiness, this discussion delves into the implications of these findings for online education providers and educators.

by peers found to be positive and statistically significant ($r=0.107$, $p>0.05$). Hence, H8 is accepted. It suggests that there might be a slight tendency for certain age groups to be slightly more likely to purchase a course recommended by their peers

Table 9

H9: There is a significant relationship between the Age group and online courses have interactive features among the Gen-Z of Ahmedabad.

Demographics and Educational Background

The data reveals that a significant portion of the respondents (67.1%) falls within the '22-25' age group, signifying that Gen-Z is the primary demographic under consideration. This is in line with the increasing prominence of Gen-Z in the higher education landscape. Additionally, a clear gender distribution is observed, with males (77.2%) dominating the respondent pool (Vidani, Das, Meghrajani, & Singh, 2023).

Moreover, it is noteworthy that a large majority (94.6%) of respondents are pursuing their post-graduation. This underlines the educational aspirations of Gen-Z in Ahmedabad and their inclination toward continuous learning (Vidani, Das, Meghrajani, & Chaudasi, 2023).

Employment Status

Approximately 54% of the respondents are employed, indicating that a significant portion of Gen-Z in Ahmedabad is actively balancing work commitments with educational pursuits. This aligns with the growing trend of individuals seeking to enhance their skill sets while being employed (Bansal, Pophalkar, & Vidani, 2023).

Factors Influencing Course Purchase

Course content and Q/A interactions emerge as the most critical factors influencing the decision to purchase an online course. This underscores the importance of engaging and high-quality content as well as opportunities for interaction and clarification of doubts within the online learning experience (Chaudhary, Patel, & Vidani, 2023).

Budget Considerations

Budget plays a crucial role in course selection. More than half of the respondents (52%) are willing to spend up to 5000 rupees on an online course, highlighting the preference for affordable yet valuable educational options (Patel, Chaudhary, & Vidani, 2023).

Preference for Online vs. Traditional Learning

Interestingly, the data suggests that both online courses and traditional offline classes are still relevant among the respondents. This implies that the choice between these modes of learning may be context-specific, and Gen-Z is open to various learning modalities (Sharma & Vidani, 2023).

Platform Trustworthiness

Udemy emerges as the most trusted online platform among Gen-Z respondents in Ahmedabad. This trust could be attributed to factors such as reputation, user reviews, and course quality on the platform (Sharma & Vidani, 2023).

Instructor Reputation

Around 41% of respondents emphasize the significance of the instructor's reputation. This underscores the importance of not only course content but also the credibility and expertise of instructors.

Organizational Sponsorship

Interestingly, only 40% of respondents depend on their organizations to sponsor their courses. This suggests that a considerable portion of Gen-Z in Ahmedabad is self-motivated and proactive in pursuing additional education.

Purchase Intention Drivers

In conclusion, the research findings demonstrate that Gen-Z in Ahmedabad exhibits a strong purchase intention for online courses. Their preferences are driven by factors such as convenience, reliability, skill enhancement, and

interactive sessions with instructors—all at an affordable price. The emphasis on course content and instructor credibility highlights the demand for effective and engaging learning experiences.

These insights are valuable for online education providers, as they can tailor their course offerings, pricing strategies, and instructor selection to meet the preferences and expectations of this dynamic and tech-savvy demographic. Moreover, understanding Gen-Z's educational aspirations and purchase behaviors can help educators and institutions adapt to the changing landscape of higher education in Ahmedabad.

Conclusion

In conclusion, the study will be providing useful information of preferences and behaviours for the target audience, specifically the Gen-Z population in Ahmedabad, regarding online courses.

The study revealed that course content is the most important factor influencing the decision to purchase an online course, indicating that individuals prioritize the quality and relevance of the material being taught. However, limited interaction with instructors & pricing emerged as the biggest concern when considering online course purchases, suggesting that respondents value opportunities for engagement and personalized guidance.

The type of online course that generated the most interest among the respondents was professional development, indicating a desire to enhance their skills and knowledge in a specific field. Social media was identified as the primary medium for discovering information about online courses, highlighting the importance of digital platforms in reaching and engaging with the target audience.

These findings provide valuable insights for course providers and educational institutions seeking to cater to valuable insights for preferences for young age population in Ahmedabad. By focusing on delivering high-quality course content, facilitating meaningful interactions with Q/A, Interactive-activities, instructors, leveraging social media platforms for marketing, and cultivating reputable instructors, course providers can better align their offerings with the expectations and desires of this specific target audience.

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