



To Study the Consumer Attitude Towards Purchase Intention of Online Courses on Udemy Using Regression with Reference to English Speaking and Excel Among Gen-Z in Ahmedabad

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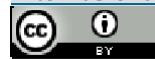
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ABSTRACT

This research paper investigates the consumer attitudes toward the purchase intention of online courses on Udemy, with a specific focus on English speaking and Excel courses among Generation Z individuals in Ahmedabad, India. Using a mixed-methods approach, data was collected through a survey questionnaire administered to a sample of Generation Z participants in Ahmedabad. The questionnaire captured demographic information, assessed consumer attitudes towards online courses, and measured the purchase intention specifically related to English speaking and Excel courses on Udemy. The acquired data was evaluated using a regression approach to determine the elements impacting purchase intentions and to comprehend the magnitude and trend of the correlations. This study's findings provide useful insights into customer views toward online courses, emphasizing the elements that influence purchasing intentions. The study's results have implications for marketing strategies and course development for online education platforms like Udemy. Understanding consumer attitudes and preferences can inform the creation of targeted promotional campaigns, course offerings, and pricing strategies tailored to the specific needs and preferences of the Generation Z population in Ahmedabad. This research contributes to the existing literature on consumer behavior and online education, providing practical implications for educational platforms and educators

INTRODUCTION

Learning and development in educational support services refers to the process of enhancing the skills, knowledge, and abilities of individuals who work in the education sector, such as teachers, counselors, and administrators (Rathod, Meghrajani, & Vidani, 2022). This process may involve various forms of training, professional development, coaching, and mentoring to help individuals improve their performance and effectiveness in their roles (Vidani, Jacob, & Patel, 2019).

There are several key benefits of learning and development in educational support services, including:

1. Improved teaching quality: By providing training and professional development opportunities for teachers and other education professionals, educational support services can help improve the quality of teaching, leading to better student outcomes .
2. Enhanced student engagement: When teachers and other education professionals receive training and support, they are better equipped to engage students and create a positive learning environment.
3. Increased job satisfaction: Providing learning and development opportunities can help education professionals feel valued and supported in their roles, leading to increased job satisfaction and retention.
4. Ongoing improvement: By continually investing in the learning and development of education professionals, educational support services can ensure that they are up to date with the most recent studies and best practices, resulting in continuous improvement in educational quality.

Organizations may offer a variety of education and professional growth options, including workshops, to assist those who are interested in educational support services, conferences, online courses, coaching and mentoring programs, and leadership development programs (Vidani J. N., 2016). It is important to ensure that these programs are tailored to the specific needs of the individuals and the organization, and that they align with the broader goals and objectives of the education sector (Vidani & Singh, 2017).

Types of Trainings Provided By L&D

There are various skill gaps due to the brief lifespan of skills and the limited supply of talent pool (Vidani & Pathak, 2016). As a consequence, corporate leaders are developing learning opportunities to help employees grow and succeed. This is done in order to preserve the pool of talent of outstanding performers. (Pathak & Vidani, 2016). The growth of ace training and development programs results in the creation of these opportunities. As a result, these programs give employees a diversity of abilities (Vidani & Plaha, 2017). They are prepared for their current job as well as any future employment chances thanks to this (Vidani J. N., 2020).

So, here are some of the different kinds of employee training and development programs that businesses have used to aid in their growth-

1. Basic Literacy Skills Training-

School graduates lack the fundamental abilities necessary to function in the industry today. Employees must have the "Workplace Literacy and Basic

Skills" to function in the workplace. These abilities support the workers' full involvement and engagement with the business. Thus, these comprise thinking abilities, document use, computer use, numeracy, lifelong learning, and collaboration (Vidani J. N., 2018).

Now, the lost productivity caused by a lack of basic literacy has cost multinational corporations a fortune. Therefore, the lack of basic literacy is not simply a problem in rich countries; it also affects businesses in less developed ones. Few employees in this field have studied through the third grade and can read (Vidani & Dholakia, 2020).

2. Technical Training-

Technical training has grown increasingly important as a result of technological breakthroughs and the adoption of new structural designs in organizations all over the world. (Mala, Vidani, & Solanki, 2016). These training programs attempt to update and enhance workers' technical skills. (Dhere, Vidani, & Solanki, 2016). Therefore, these exponential technologies have given rise to newer job categories in various industries, including: Information technology, business process management, automotive, Retail, textiles and apparel, banking, financial services, and insurance are all examples of industries. Some of these jobs include data architects, digital marketers, machine learning experts, web and app developers, blockchain architects, and so on.

3. Soft Skills Training-

It is impossible to estimate just how much bad communication costs a company. However, studies show that the annual cost of poor communication is in the billions of dollars. Examples of poor communication include:

- *Emails with poor grammar
- *Incorrect instruction listening and reading
- *Unread documents as a result of bad design
- *Presenting false facts out of a sense of urgency
- *Careless Proofreading

Such inadequate communication inevitably results in significant losses. These lead to lower production, greater inefficiency, and company losses (Vidani & Dholakia, 2020). As a result, an employee's performance is more heavily influenced by their capacity for communication with both management and their coworkers (Vidani, Meghrajani, & Siddarth, 2023).

As a result, some employees have excellent interpersonal skills. Others, however, need some training in order to improvise using these skills (Rathod, Meghrajani, & Vidani, 2022). Among the skills covered in this training could be improving communication skills, listening skills, and teamwork abilities.

4. Safety Training-

An organization can provide its personnel with the necessary skills and knowledge by offering safety training (Vidani & Das, 2021). The purpose of this training is to empower the staff to do their duties safely. For the personnel, a well-developed safety Program contains guidelines and procedures (Vidani J. N.,

2022). These rules enable people to recognize risk and take the appropriate action to deal with it (Saxena & Vidani, 2023)

Employers have an ethical and legal duty to teach their staff how to perform their jobs safely. The safety of employees is a basic requirement because they are the companies' most cherished assets (Vidani, 2015).

Thus, safety training strives to reduce occurrences, raise awareness, and guarantee that workers remain safe, content, and productive (Vidani & Solanki, 2015). Increased staff productivity and satisfaction, decreased insurance costs, and future accident rates are all benefits of an efficient safety training Program (Vidani, 2015). Companies train employees in a variety of ways for workplace safety. These cover such things as first aid, fire drills, and evacuation (Vidani, 2015).

Importance of Online Training for Trainees, Organization and Trainers

Online training has grown in popularity in the last few years, with good reason. It provides numerous advantages to trainees, businesses, and trainers alike. Here are some of the key reasons why online training is important:

1. Convenience: One of the most significant benefits of online training is that it is convenient. Trainees can access training materials at any time and from any location, allowing them to fit learning around their other commitments. This flexibility makes online training an attractive option for busy professionals who may struggle to attend traditional classroom-based training.
2. Cost-effective: Because it removes the need for traveling, venue rental, and other associated expenditures, online training is frequently cheaper than traditional classroom-based training. This renders it a viable alternative for groups with low resources.
3. Customizable: Online training can be customized to meet the specific needs of trainees and organizations. Trainers can create training programs that are tailored to the unique requirements of the organization, ensuring that trainees acquire the information and abilities need to do their jobs well.
4. Interactive: Online training is highly interactive, with features such as quizzes, games, and simulations that engage trainees and help to reinforce learning. This can help to improve retention rates and make the training experience more enjoyable.
5. Scalable: Online training can be easily scaled to accommodate large numbers of trainees, making it an ideal option for organizations with geographically dispersed workforces.
6. Data-driven: Online training can provide valuable data on trainee performance and engagement, allowing trainers and organizations to identify areas for improvement and refine training programs accordingly.

Overall, online training is important because it offers a range of benefits for trainees, organizations, and trainers alike (Solanki & Vidani, 2016). It is a versatile, cost-effective, and adaptable method of delivering excellent instruction

that can assist firms in meeting their business objectives and improving employee performance (Solanki & Vidani, 2016).

Importance of Soft Skills and Microsoft Excel in Corporate Culture

Soft skills and Microsoft Excel are both essential components of corporate culture, and they play important roles in the success of organizations. Here are some of the key reasons why soft skills and Microsoft Excel are important in the corporate world:

1. **Soft skills:** Soft skills refer to a range of interpersonal skills that are essential for effective communication, collaboration, and relationship-building in the workplace. These skills include things like communication, teamwork, problem-solving, and adaptability. Soft skills are important in the corporate world because they can help employees to work more effectively with others, build strong relationships, and contribute to a positive and productive work culture.
2. **Microsoft Excel:** Microsoft Excel is a powerful tool for data analysis, visualization, and reporting. It is used by many organizations for a wide range of tasks, from tracking sales data to creating financial models. Excel is important in the corporate world because it can help employees to work more efficiently, make better decisions based on data, and communicate complex information in a clear and concise way.
3. **Integration:** The integration of soft skills and Microsoft Excel is also important in the corporate world. Employees who possess both strong soft skills and Excel skills are well-positioned to succeed in a wide range of roles, from data analysts to project managers. They can communicate complex information effectively, work collaboratively with others, and analyze data to inform decision-making.
4. **Competitive Advantage:** Organizations that prioritize the development of soft skills and Excel skills can gain a competitive advantage in the marketplace. They are able to work more efficiently, make better decisions based on data, and build strong relationships with customers and partners.

Overall, soft skills and Microsoft Excel are both essential components of corporate culture (Bhatt, Patel, & Vidani, 2017). They are important for building strong relationships, working more efficiently, and making better decisions based on data. Organizations that emphasize the growth of these abilities will fare well in modern fast-paced and aggressive business environment (Niyati & Vidani, 2016).

Psychological Traits Of Gen-Z

Generation Z, commonly known as Gen-Z, is a demographic group born around the mid-1990s and the mid-2010s subsequent to the millennials. Here are a few of the personality characteristics typically linked with Generation Z:

1. **Digital natives:** Because Gen-Z is the first generation to have grown up wholly in the digital age, they are technologically savvy. They are at ease

with a variety of devices and platforms and are often quick to adopt new technology.

2. **Diversity:** In terms of color and ethnicity, as well as attitudes about gender and sexuality, Generation Z is the most varied generation yet. They are more likely to value diversity and inclusivity and are more accepting of differences in others.
3. **Socially conscious:** Gen-Z is frequently described as politically active, with a significant interest in issues such as social justice and the environment. They have a greater tendency to be politically active and to utilize the internet to advocate for causes they support.
4. **Independent:** Gen-Z tends to value independence and autonomy, with a desire to make their own choices and pursue their own goals. They are more likely to be entrepreneurial and to seek out opportunities to work for themselves rather than for traditional employers.
5. **Anxious:** Despite their confidence and independence, Gen-Z is also a generation that is prone to anxiety and stress. They have grown up in an era of economic uncertainty, political polarization, and social media pressure, and as a result, they are more likely to experience anxiety and depression than previous generations.
6. **Desire for authenticity:** Gen-Z is a generation that values authenticity and transparency, both in their personal lives and in the brands and companies that they interact with (Pathak & Vidani, 2016). They are more likely to seek out genuine connections with others and to be skeptical of advertising and marketing messages that feel insincere (Vidani & Plaha, 2017).

Overall, Gen-Z is a generation that is highly connected, socially conscious, and independent. They are digital natives who value diversity, authenticity, and autonomy, but they are also a generation that is prone to anxiety and stress (Vidani, 2020). Understanding these psychological characteristics can help educators, employers, and marketers to connect with and engage this generation effectively (Vidani, 2018).

Research Objectives

1. To understand the level of awareness of Udemy and its online courses among Gen-Z in Ahmedabad city.
2. To investigate the variables that influence online course buying intent 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.

THEORETICAL FRAMEWORK

1. (Lan Ma & Kok Wei Khong 2022) According to the findings of the study, existing literature offered a solid framework for understanding MOOC

participants' purchasing behaviour. By explicitly addressing 12 reviewed studies, we solidified the existing dispersed understanding to provide an overview of three quality facets of factors of revenue (i.e., course-related, instructor-related, as well as platform-related), a trio of conceptual bases, methods, and additional research opportunities. Notably, the stated 'definitions' of funded online courses contribute to the potential research domain's coherence, and the determined quality parameters aid in specifying how and where each component should be evaluated for future MOOC studies (Sukhanandi, Tank, & Vidani, 2018).

2. (Basheer. A.M. Al-alak & Ibrahim, A.M. Alnawas 2010) The results of this empirical investigation show that all of the hypotheses developed headed in the same way as the research team hypothesized. Consumers who were treated to substantial advertising appear to have had a negative reaction to smartphone advertising and, as a consequence, had a lower intention to participate in permission-based campaigns (Singh, Vidani, & Nagoria, 2016). Users who thought SMS advertisements were helpful and pertinent to their interests indicated a stronger readiness to get involved in such programs, indicating a positive relationship among perceived benefit and intent to join.
3. (Yi Jin Lim & Abdullah Osman 2016) The findings revealed that family, friend, and media opinions affected college students' purchasing intentions. This was particularly true for Malaysians, who were culturally tied and reluctant to adapt (Harn et al, 2006; Jamil & Mat, 2011). Enrique et al. (2008), Kim and Song (2010), and Xie et al. (2011) findings supported and supplemented Hypothesis.
4. The small connection between the personal standards and e-commerce behavior is justified, based on Ajzen (1991) and Jamil and Mat (2011). Although perceived value and online buying behavior exhibit a weak positive link, Aghdaie et al. (2011) acknowledged that the path was insignificant and that other variables influence university students' real online behavior more.
5. (Lau Teck Chai & Tan Hoi Piew 2010) According to the findings of the study, the antecedents of customer intent to buy online can be used in both high and low uncertainty avoidance countries (mainly in Malaysia), notably among Generation Y. To create a prerequisite for prior online buying experience, online retailers can provide samples for free or complimentary memberships for prospective web shoppers to evaluate the products or services. To increase client impulsive purchases, e-retailers may send e-mail information on new product developments or offer special discounts for a specific period to potential online customers.
6. (Yassine Jadil & Nripendra P. Rana 2022) The study's findings demonstrate Jarvenpaa's e-commerce model's robustness in examining people's beliefs, online consumer buy motives, and views in a North African culture. In execution, the results stated that traders on e-commerce sites ought to concentrate their marketing campaigns on managerial variables (i.e., perceived scale and alleged reputation) as confidence cues that boost trust and reduce risk noticed by consumers, which significantly improves

purchasing via the internet a mindset and, as a result, online purchase intentions.

METHODS

Research Design: The study's research design is going to be a quantitative research design, that entails the collecting of numerical data that can be statistically examined. A cross-sectional survey approach will be utilized, with data collected from a selected group of Generation Z responders in Ahmedabad at a single moment in time.

Sampling Technique: The group of respondents for the study will be chosen using a purposive sampling technique. The target demographic will be Ahmedabad's GenZ who have bought or are thinking about buying online courses from Udemy. A sampling size calculator will be used to calculate the sample size, using a level of assurance of 95% and a tolerance of error of 5%.

Data Collection: A structured questionnaire will be used to collect data. The survey will include both closed-end and Likert-scale questions. Before administration, the survey will be pretested to make sure that it is straightforward and intelligible.

Data Analysis: Statistical techniques such as correlation analysis, descriptive statistics, and regression analysis will be used to examine the acquired data. Descriptive statistics is going to be utilized to summarize the respondents' demographic features, while correlation analysis is going to be carried out to investigate the connection between consumer opinions toward distance learning programs on Udemy and the intent to buy them.

Ethical Considerations: During the research process, ethical concerns will be factored into account. Before taking part in the study, all respondents will be asked to provide informed consent. Respondent confidentiality and anonymity will be ensured throughout the research process.

Limitations: The study's weaknesses include the likelihood of sample bias, bias regarding social desire, and the inclusion of data that was self-reported. Efforts will be made to minimize these limitations by using a purposive sampling technique, ensuring respondent confidentiality and anonymity, and using pretested questionnaires.

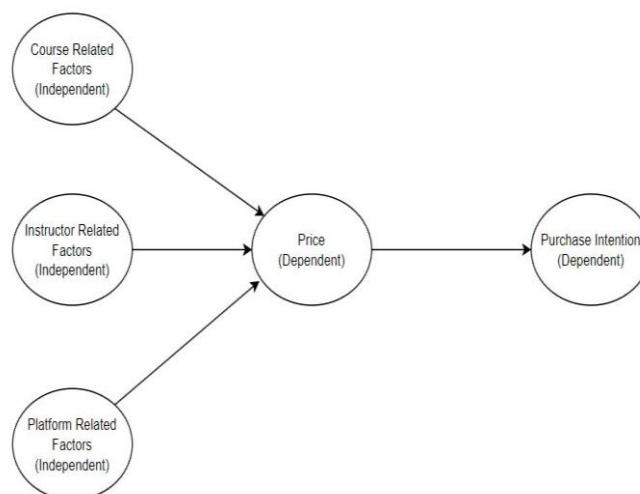


Figure 1. Conceptual Framework

RESULTS

Data Analysis

Table 1. Reliability Analysis

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.938	.936	31
*Source: SPSS Software		

The alpha coefficient for the 31 variables is .938, which is greater than .70, indicating that the items have a high level of internal consistency.

Regression Analysis

1. Age Group

Table 2. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.315	31	.462	1.054	.405 ^b
	Residual	51.685	118	.438		
	Total	66.000	149			
a. Dependent Variable: Age Group						
b. Predictors: (Constant), Factor of User Reviews, Sponsorship, Trust, Email Newsletters, Discounts, Udemy, Quality of Course Content, Money, Price, Academic, Technical Issues, Personal Interest, Reputation of Instructor, Effectiveness, Course Duration, Word of Mouth, Search Engine, Peer Pressure, Difficulty staying Motivated, Interactive Features, Limited interaction with students, Factor of Price, Course Content, Factor of Course Duration, Limited interaction with instructors, Skill Specific, Social Media, Factor of Instructor Reputation, Instructor Credibility, Professional Development, Factor of Course Content.						
*Source: SPSS Software						

Table 3. Unstandardized Coefficients Beta

Model	Unstandardized Coefficients Beta	Std. Error	Standardized Coefficients Beta	t	Sig.
Course Content	0.181	0.086	0.347	2.108	0.037
Limited interaction with instructors	0.253	0.086	0.454	2.953	0.004
*Source: SPSS Software					

H1: There is a strong connection of Age group on Course Content

Table 4. Course Content

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	t-value	p-value	Hypothesis Supported
H1	Ag□Cc	0.181	.217	1.054	2.108	0.037	Yes

*Source: SPSS Software

Note: Ag= Age group, Cc= Course content

H2: There is a strong connection of Age group on Limited interaction with instructors

Table 5. Limited Interaction

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	t-value	p-value	Hypothesis Supported
H2	Ag□Li	0.253	.217	1.054	2.953	0.004	Yes

*Source: SPSS Software

Note: Ag= Age group, Li= Limited Interaction

2. Gender

Table 6. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.896	31	.319	1.423	.092 ^b
	Residual	26.477	118	.224		
	Total	36.373	149			

a. Dependent Variable: Gender

b. Predictors: (Constant), Factor of User Reviews, Sponsorship, Trust, Email Newsletters, Discounts, Udemy, Quality of Course Content, Money, Price, Academic, Technical Issues, Personal Interest, Reputation of Instructor, Effectiveness, Course Duration, Word of Mouth, Search Engine, Peer Pressure, Difficulty staying Motivated, Interactive Features, Limited interaction with students, Factor of Price, Course Content, Factor of Course Duration, Limited interaction with instructors, Skill Specific, Social Media, Factor of Instructor Reputation, Instructor Credibility, Professional Development, Factor of Course Content

*Source: SPSS Software

Table 7. Unstandardized Coefficients Beta

Model	Unstandardized Coefficients Beta	Std. Error	Standardized Coefficients Beta	t	Sig.
Skill Specific	-0.232	0.068	-0.557	-3.414	0.001
Academics	0.148	0.056	0.314	2.632	0.010
*Source: SPSS Software					

H3: There is a strong connection of Gender on Skill Specific Course

Table 8. Skill Specific

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	t-value	p-value	Hypothesis Supported
H3	Ge□Ss	-0.232	.272	1.423	-3.414	0.001	Yes
*Source: SPSS Software							

Note: Ge= Gender, Ss= Skill specific

H4: There is a strong connection of Gender on Academics

Table 9. Academics

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	t-value	p-value	Hypothesis Supported
H4	Ge□Ac	0.148	.272	1.423	2.632	0.010	Yes
*Source: SPSS Software							

Note: Ge= Gender, Ac= Academics

3. Education

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.551	31	.437	2.752
	Residual	18.742	118	.159	
	Total	32.293	149		
a. Dependent Variable: Education					

b. Predictors: (Constant), Factor of User Reviews, Sponsorship, Trust, Email Newsletters, Discounts, Udemy, Quality of Course Content, Money, Price, Academic, Technical Issues, Personal Interest, Reputation of Instructor, Effectiveness, Course Duration, Word of Mouth, Search Engine, Peer Pressure, Difficulty staying Motivated, Interactive Features, Limited interaction with students, Factor of Price, Course Content, Factor of Course Duration, Limited interaction with instructors, Skill Specific, Social Media, Factor of Instructor Reputation, Instructor Credibility, Professional Development, Factor of Course Content

*Source: SPSS Software

Table 10. ANOVA^a

H5: There is a strong connection of Education on Sponsorship

Table 11. Unstandardized Coefficients Beta

Model	Unstandardized Coefficients Beta	Std. Error	Standardized Coefficients Beta	t	Sig.
Sponsorship	0.095	0.046	0.181	2.071	0.041
Money	-0.128	0.037	-0.303	-3.453	0.001
Discounts	0.086	0.035	0.220	2.465	0.015
Academic	-0.103	0.047	-0.231	-2.165	0.032
Search Engine	-0.102	0.050	-0.239	-2.021	0.046

*Source: SPSS Software

Table 12. Sponsorship

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	t-value	p-value	Hypothesis Supported
H5	Ed□Ss	0.095	.420	2.752	2.071	0.041	Yes

*Source: SPSS Software

Note: Ed= Education. Ss= Sponsorship

H6: There is a strong connection of Education on Money

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	t-value	p-value	Hypothesis Supported
H6	Ed□Mo	-0.128	.420	2.752	-3.453	0.001	Yes

*Source: SPSS Software

Table 13. Money

Note: Ed= Education. Mo= Money

H7: There is a strong connection of Education on Discounts

Table 14. Discount

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	t-value	p-value	Hypothesis Supported
H7	Ed□Di	0.086	.420	2.752	2.465	0.015	Yes

*Source: SPSS Software

Note: Ed= Education. Di= Discount

H8: There is a strong connection of Education on Academics

Table 15. Academics

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	t-valssue	p-value	Hypothesis Supported
H8	Ed□Ac	-0.103	.420	2.752	-2.165	0.032	Yes

*Source: SPSS Software

Note: Ed= Education. Ac= Academics

H9: There is a strong connection of Education on Search Engine

Table 16. Search Engine

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	t-value	p-value	Hypothesis Supported
H9	Ed□Se	-0.102	.420	2.752	-2.021	0.046	Yes

*Source: SPSS Software

Note: Ed= Education. Se= Search Engine

***For Theoretical Model-**

4. Course Related Factors

Table 17: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.563	3	3.521	3.001	.033 ^b
	Residual	171.330	146	1.173		
	Total	181.893	149			
a. Dependent Variable: Price						
b. Predictors: (Constant), Quality of Course Content, Trust, Effectiveness						
*Source: SPSS Software						

Table 18. Price

Model	Unstandardized Coefficients Beta	Std. Error	Standardized Coefficients Beta	T	Sig.
Effectiveness	0.286	0.098	0.271	2.914	0.004
*Source: SPSS Software					

Dependent Variable: Price

H10: There is a strong connection of Price on the Effectiveness of Course Content

Table 19. Effectiveness

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	t-value	p-value	Hypothesis Supported
H10	Pr□Ef	0.286	.058	3.001	2.914	0.004	Yes
*Source: SPSS Software							

Note: Pr= Price. Ef= Effectiveness

5. Instructor Related Factors

Table 20. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.664	2	1.832	1.511	.224 ^b
	Residual	178.230	147	1.212		
	Total	181.893	149			
a. Dependent Variable: Price						
b. Predictors: (Constant), Instructor Credibility, Reputation of Instructor						
*Source: SPSS Software						

Coefficients^a

Table 21. Price

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	1.410	.369		3.827	.000
	Reputation of Instructor	.169	.104	.149	1.631	.105
	Instructor Credibility	-.015	.080	-.018	-.193	.847

*Source: SPSS Software

a. Dependent Variable: Price

Hence, No Hypothesis is found to be significant for this factor

6. Platform Related Factors

Table 22. Constant

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.219	2	6.110	5.293	.006 ^b
	Residual	169.674	147	1.154		
	Total	181.893	149			

a. Dependent Variable: Price

b. Predictors: (Constant), Interactive Features, Udemy

*Source: SPSS Software

Table 23. Price

Model	Unstandardized Coefficients Beta	Std. Error	Standardized Coefficients Beta	t	Sig.
Interactive Features	0.293	0.09	0.272	3.249	0.001

*Source: SPSS Software

Dependent Variable: Price

H11: There is a strong connection of Price on the Interactive Features of the Platform

Table 24. Interactive Features

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	t-value	p-value	Hypothesis Supported
H11	Pr□Ie	0.293	.067	5.293	3.249	0.001	Yes

*Source: SPSS Software

Note: Pr=Price. Ie=Interactive Features

7. Purchase Intention on Price

Table 25. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.918	1	2.918	4.416	.037 ^b
	Residual	97.776	148	.661		
	Total	100.693	149			
a. Dependent Variable: Purchase Intention						
b. Predictors: (Constant), Price Factor						
*Source: SPSS Software						

Table 26. Purchase Intention

Model	Unstandardized Coefficients Beta	Std. Error	Standardized Coefficients Beta	t	Sig.
Price Factor	-0.118	0.056	-0.17	-2.102	0.037
*Source: SPSS Software					

Dependent Variable: Purchase Intention

H12: There is a strong connection of Purchase Intention on Price.

Table 27. Price

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	t-value	p-value	Hypothesis Supported
H12	Pi□Pr	-0.118	.029	4.416	-2.102	0.037	Yes
*Source: SPSS Software							

Note: Pi= Purchase Intention Pr=Price

DISCUSSION

- 62% of the majority of respondents came from '22-25' age group.
- 58% of them are males.
- 79.3% of them doing Post- Graduation.
- 51.3% of them are students.
- 'Course Content' is the most important factor for deciding to purchase an online course.
- Limited interaction with instructors' is the biggest concern when purchasing an online course.

- Professional Development is the type of Online course that most are interested to purchase.
- Social Media is the biggest medium of finding out about Online Courses.
- Around 60% of respondents support the idea that the Reputation of the course instructor is very significant.
- Gen-Z of Ahmedabad have a higher Purchase Intention to buy online Courses which offer Greater convenience, reliability, enhancement of skill and Interactive Sessions with Instructors at an affordable price while not compromising on the Effectiveness of the Course Content and knowledge of the Instructor.

CONCLUSION

In conclusion, the findings of The study provide useful insights into the target audience's choices and behaviors surrounding online courses, particularly the Generation Z population in Ahmedabad.

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 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 the needs and preferences of the Gen-Z population in Ahmedabad. By focusing on delivering high-quality course content, facilitating meaningful interactions with 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.

FURTHER STUDY

This research still has limitations so further research is still needed on the topic of to study the consumer attitude towards purchase intention of online courses on Udemy using regression with reference to English speaking and excel among Gen-Z in Ahmedabad.

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