International Journal of Research in Marketing Management and Sales

E-ISSN: 2663-3337
P-ISSN: 2663-3329
Impact Factor (RJIF): 5.95
www.marketingjournal.net
IJRMMS 2025; 7(2): 392-397
Received: 07-08-2025
Accepted: 11-09-2025

Dr. Anees Fathima M I
Assistant Professor, MEASI Institute of Management, Chennai, Tamil Nadu, India

Corresponding Author:
Dr. Anees Fathima M I
Assistant Professor, MEASI Institute of Management, Chennai, Tamil Nadu, India

Lead conversion challenges and marketing education strategies in the Ed-tech industry

Dr. Anees Fathima M I

DOI: https://www.doi.org/10.33545/26633329.2025.v7.i2e.309

Abstract
This study examines lead conversion challenges facing the Indian Ed-Tech industry and the implications for marketing education. Using a descriptive research design, data from 120 learners were analyzed with regression and factor analyses to identify key predictors of lead conversion. Conversion challenges related to price, course relevance, and perceived ROI significantly impact conversion rates, while engagement showed moderate influence. These findings highlight critical areas marketing educators should emphasize, such as consumer decision-making processes and strategic CRM use in digital marketing courses. The study offers empirical insights and practical recommendations for refining marketing curricula to include real-world lead generation and conversion complexities. This research advances marketing education by connecting theory, data, and pedagogy in an emerging industry context.

Keywords: Lead conversion, Ed-Tech industry, CRM effectiveness, consumer engagement, Challenges etc.

1. Introduction

The Covid pandemic and increasing digitization around the globe have led to the acceleration of the Ed-tech industry and its branches. While an enormous opportunity is self-evident in pursing their interest in this sector, making actual enrollments continues to be the problem at hand (Choudhury, Gupta, & Sharma, 2019) [22]. In accordance with expectations, lead conversion in this domain is multi-faceted and uses several pointers, with marketing engagement plans, funnel drop-off point metrics, the company's device value efficieny, and overall attribute perception shaping it (Rao & Pillai, 2021) [23].

Along these complex attributes lies ROI, which is bearing a massive burden on learners' shoulders. Numerous learners are concerned about the net career returns highly profiled courses offer compared to the given billing, which is aplenty documented across literature (Jaiswal & Singhal, 2021; Gupta & Roy, 2023) [24, 25]. The matter of relevance, course time commitment, and pricing blunt transparency hardness further complicate matters (Chouhan & Malviya, 2020; Thomas & Kaur, 2023) [26, 27]. Together, these factors create what could be called conversion challenges that edtech firms need to solve with a proactive strategy.

Another important area to consider is lead engagement. As shown in research, effective engagement strategies, such as tailored communication or timely follow-up, impact user intent and attrition across digital funnels (Kapoor & Raina, 2023; Singh, 2021) [28, 29]. While CRMs are commercially available to address this need, their value is contingent on the contextual relevance of interaction and touch point management (Sharma & Verma, 2022) [15]. Some researchers have pointed out that while CRM systems may improve operational workflow, their contribution to nurturing leads and converting them is insufficient without proper alignment to organizational strategy (Dwivedi *et al*., 2020) [30]. The moments where potential leads completely disengage drop-off points are also worth analyzing. These points, even if not directly linked to unsuccessful attempts at changing one's mind, help understand friction points a user experiences during the conversion process (Bhattacharya, 2020; HolonIQ, 2021) [20]. As noted earlier, losing users is usually associated with vague communications, insufficient evidential support, and forceful onboarding.

Each, together, encapsulates a more subtle, multifaceted reality wherein lead conversion is influenced by variables that operate interdependently. Understanding the complexity of such dynamics is necessary for formulating marketing strategies effective within the ed-tech context. The current research examines these constructs conversion difficulties, interaction,

drop-outs, and CRM effectiveness and how collectively they affect lead conversion, which enhances the greater scholarly and practitioner discourse within the context of ed-tech marketing.

1.2 Objectives of the study

- To discover and evaluate the key challenges that influence lead conversion, across the ed-tech landscape.
- To assess the potential impact of drop-off, engagement, lead conversion issues, and existing CRM performance on lead conversion.
- To determine which factor has the most significant impact on the likelihood of successful lead conversion.

2. Research Methodology: A descriptive research design was employed using convenience sampling, targeting 120 learners interacting with career-focused Ed-Tech platforms in India. Data was collected through self-administered questionnaires covering variables such as drop-off points, engagement metrics, conversion challenges, and CRM effectiveness. Statistical analyses included reliability testing (Cronbach's Alpha = 0.729), multiple linear regression, exploratory factor analysis, and ANOVA. This methodological approach provides replicable case study data for marketing education contexts, demonstrating real-world application of quantitative analysis techniques.

3. Analysis & Discussion

3.1 Reliability Analysis

Cronbach's Alpha	N of Items
.729	17

Item Statistics

	Mean	Std. Deviation	N
Drop_OFF3	4.73	.514	120
Drop_OFF4	4.67	.540	120
Drop_OFF5	3.93	.632	120
Drop_OFF6	3.90	.600	120
Engagement2	4.03	.709	120
Engagement3	3.93	.632	120
Engagement4	3.70	.826	120
Conversion_Challenges2	4.20	.795	120
Conversion_Challenges3	3.97	.755	120
Conversion_Challenges4	4.20	.984	120
Crm_Effectiveness2	4.30	.826	120
Crm_Effectiveness3	4.30	.643	120
Crm_Effectiveness4	4.20	.705	120
Lead_Conversion_Dv1	3.93	.817	120
Lead_Conversion_Dv2	4.03	.840	120
Lead_Conversion_Dv3	3.90	.653	120
Lead_Conversion_Dv4	3.77	.959	120

The overall scale reliability coefficient measure with Cronbach's Alpha has been calculated at 0.729, indicating an acceptable level of internal consistency across the 17 items used in the study. This tells us that the questionnaire items that aimed to measure construct Drop-Off, Engagement, Conversion Challenges, CRM Effectiveness, and Lead Conversion were mostly consistent, thus reliable to capture respondent perceptions. The mean scores for each item ranged from 3.70 to 4.73 which indicates that the responses were generally positive with respondents generally tending to the positive side of the Likert scale. The moderate standard deviations also highlight that respondents' opinions varied in some respect and therefore reflect some variability, yet not random variability. These results together tell us that the scale is overall reliable and useful to assess the intended constructs in the intended context of lead conversion in the ed-tech industry.

3.2 Linear Regression

In this study, multiple linear regression was used to determine the relationship between the independent variables (Drop-off, Engagement, Conversion Challenges, and CRM Effectiveness) and the dependent variable (Lead Conversion). This statistical method was used to determine which factors significantly predict lead conversion results and to measure the strength of these relationships.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.561[a]	.315	.291	.42445

Predictors: (Constant), CRM Effectiveness_Mean, ConversionChallenges_Mean ENGAGEMENT_Mean, DropOff_Mean,

Model		Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	9.524	4	2.381	13.216	.000[b]
	Residual	20.718	115	.180		
	Total	30.242	119			

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.845	.570		1.482	.141
	DropOff_Mean	.171	.119	.122	1.431	.155
	ENGAGEMENT_Mean	.167	.094	.160	1.776	.078
	ConversionChallenges_Mean	.444	.096	.447	4.645	.000
	CRMEffectiveness_Mean	-.036	.082	-.039	-.435	.665

The linear regression findings show that Conversion Challenges are a strong predictor of Lead Conversion (p<0.001). This informs us that time, price, and ROI perception are major obstacles in lead conversion. Engagement was also close to a significant predictor ($p \approx 0.078$), suggesting that a higher level of engagement would be able to convert leads more effectively. Further studies, though, with a larger sample size will be necessary for this purpose.

Drop-Off and CRM Effectiveness were not significant statistical predictors of lead conversion in this model, indicating that their impact on lead conversion could be indirect or were not significant predictors in this research.

Generally, the regression equation was significant at p<0.001and explains approximately 31.5% of the variance in lead conversion success ($R^2 = 0.315$). The findings indicate that challenges in conversion appear to be the strongest predictor of lead conversion, while others like engagement may require further study.

3.3 Factor Analysis

Exploratory Factor Analysis (EFA) was used to determine the underlying dimensions of the independent variables—Drop-off, Engagement, Conversion Challenges, and CRM Effectiveness. EFA was used to examine how the variables group together and whether they are distinct constructs or have underlying common factors, thereby simplifying the data and making visible the primary influences on Lead Conversion.

Construct	KMO Value	Bartlett's Test Sig.	No. of Components Extracted	% Variance Explained	Key Loadings (≥ .5)
Drop-Off	0.569	0	1	55.33%	DROP_OFF4 (.547), DROP_OFF5 (.830), DROP_OFF6 (.820)
Engagement	0.566	0	1	44.68%	Engagement2 (.594), Engagement3 (.715), Engagement4 (.690)
CRM Effectiveness	0.476	0	1	60.38%	Crm_Effectiveness2 (.760), Crm_Effectiveness3 (.911), Crm_Effectiveness4 (.635)
Conversion Challenges	0.498	0.755	2	70.05% (Cumulative)	Factor 1: Conversion_Challenges3 (.742), Conversion_Challenges4 (.740) Factor 2: Conversion_Challenges2 (.991)

The factor analysis results indicate that the measurement items of the constructs, Drop-Off, Engagement, and CRM Effectiveness, obtained appropriate levels of sampling adequacy and internal consistency with acceptable KMO values (ranged between 0.476 and 0.569) and statistically significant Bartlett's tests (p<.001), which support that factor analysis was appropriately used to the data. All these measures highly loaded onto one component with ranges of variance explained varying between 44.68% to 60.38% respectively and item loadings higher than 0.5, revealing acceptable factor structures.

But in Conversion Challenges, the KMO value was borderline (.498) while Bartlett's test was nonsignificant (p =.755) signifying insufficient inter-item correlation. But two components were taken out that explain a combined variance of 70.05%, one of which (CONVERSION_CHALLENGES2) highly loaded to a different factor. Overall, the other constructs are all unidimensional with good factor structures, but the Conversion Challenges construct might require adjustments because it seems that the items are not measuring one latent dimension cohesively.

3.4 One way ANOVA

Group	N	Mean	Std. Deviation	Std. Error	95% CI Lower	95% CI Upper	Min	Max
Student	24	4.0833	0.4815	0.0983	3.88	4.2867	3.5	5
Working prof.	72	3.7361	0.4782	0.0564	3.6237	3.8485	2.5	4.5
Entrepreneurs	24	4.25	0.3612	0.0737	4.0975	4.4025	4	5
Total	120	3.9083	0.5041	0.046	3.8172	3.9995	2.5	5

The Levenese test for homogeneity of variances was not significant (p = 0.332), validating that the equal variances assumption was satisfied. Additionally, the ANOVA test was significant in terms of leads conversion means, $F(2, 117) = 13.506$, p<0.001) indicating that one of the groups had a significantly different mean lead conversion value than the others. Business owner/Entrepreneurs reported the greatest mean conversion (M = 4.25), while working professionals reported the lowest mean score for lead conversion (M = 3.7361), indicating that differences could be due to the nature of the groups.

3.5 Correlation

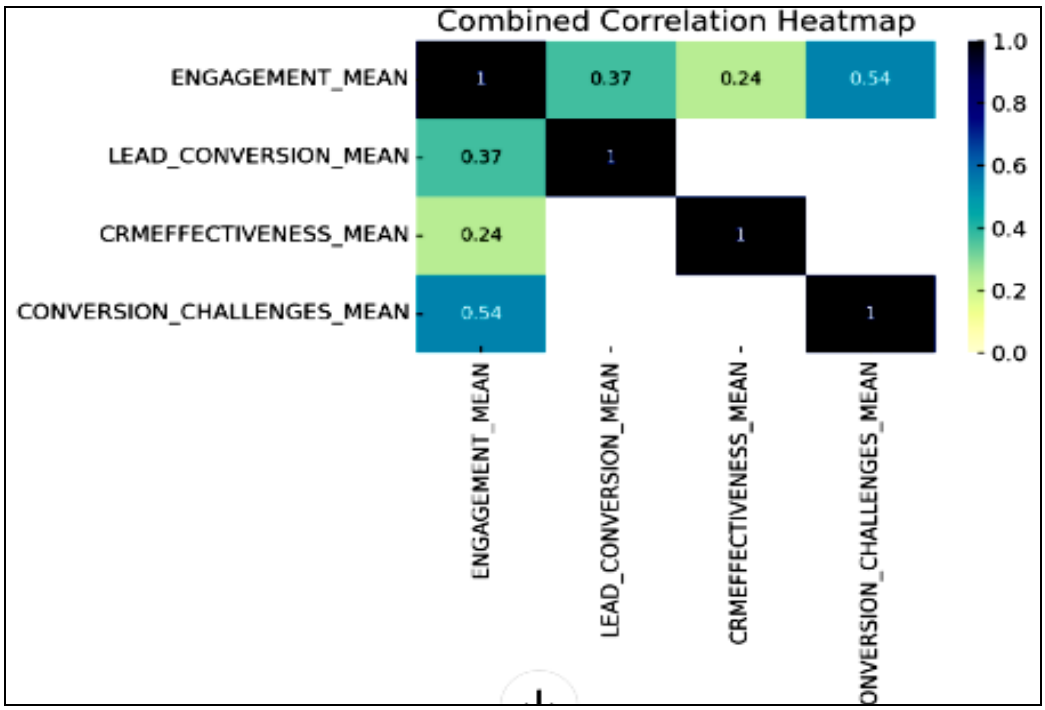

Fig 1: Combined Correlation Heatmap of Key Marketing Performance Indicators

The combined correlation heatmap illustrates the relationships between engagement, CRM effectiveness, conversion challenges, and lead conversion. The highest positive correlation with lead conversion is observed for conversion challenges (0.54), suggesting that as perceived challenges are addressed or better understood, lead conversion improves. Engagement also shows a moderate positive correlation (0.37), indicating that increased engagement may support conversion efforts. CRM effectiveness has a weaker correlation (0.24) with lead conversion, implying it plays a supportive but less significant role in influencing conversions compared to other factors.

4. Findings

- **Conversion Challenges are the Primary Roadblock**: Out of all the variables, Conversion Challenges (price, course applicability, time, ambiguous ROI) had a statistically significant effect (p<0.001) on Lead Conversion being the most vital factor to maximize.
- **Engagement holds Hopeful Influence**: Though not statistically significant, Engagement had a close-to-significant effect (p = 0.078) and moderate relationship (r = 0.37) with lead conversion, holding potential of real-world effect if improved.
- **CRM Tools have an Enabling Function**: CRM Effectiveness was weakly positively correlated (r = 0.24) but not statistically significant in regression—which is to say CRM tools facilitate conversion but are not drivers.
- **Drop-Off Isn't Directly Predictive of Conversion**: Drop-Off variables were not statistically correlated or predictive, but can still be predictive of friction points that are valuable to optimize to minimize lead loss.
- **The Regression Model Is Statistically Significant**: The multiple linear regression model was significant statistically (p<0.001), accounting for 31.5% of the variance (R^2 = 0.315) in lead conversion.
- **Conversion Challenges need Refinement:** Factor analysis revealed that Conversion Challenges have one structure missing (KMO < 0.5, non-significant Bartlett's test), suggesting that it is measuring several sub-factors and requires conceptual restructuring.
- **Demographic Impact: Business Owners Convert More**: ANOVA indicated that the Business Owners shared the highest mean for conversion (M = 4.25)—far beyond that for working professionals and students—and pointed up segment-wise disparities in probabilities of conversion.
- **Younger Professionals Satellize the Sample:** Largest (67%) proportion of respondents were young working professionals in the 21-30 age bracket, positioning findings in the context of a working-age, youth-dominant population.
- **Personalization Increases Conversion:** Leads like business owners and professionals like executives prefer direct one-to-one interactions with technical experts or alumni—demonstrating the effectiveness of custom, consultative intervention.
- **Instrument Reliability Established:** The questionnaire reflected high internal reliability with Cronbach's Alpha = 0.729, justifying its use for measuring lead behavior in the ed-tech environment.

5. Contribution to Society

- Assists EdTech organizations identify critical factors such as sometimes component engagement and conversion that are critical in lead conversion.
- Allows for more pointed marketing, CRM and content initiatives focused on student acquisition and retention.
- Decreases drop-offs and improves conversion by highlighting the importance of coming up with solutions to issues and needs specific to learners.
- Enables evidence-based decision-making in EdTech, which will eventually lead to cheaper and more effective learning solutions.

5.5 Actionable Insights

Fig 2: Word Cloud Depicting Key Themes from Participant Feedback

Considering the results from the study, EdTech companies should make it a priority to address conversion concerns by offering transparent pricing, demonstrating ROI, and offering courses that are timely and relevant. We showed that personalized ways to engage customers (i.e., speaking to an alumni or professional) help build rapport and trust, and trust and rapport were identified as areas relating to conversion based on the word-cloud analysis we undertook. Leveraging actual outcomes like alumni testimonials, and supporting students with employability adds credibility to your product image. Also, enhancing technical elements like audio quality, customer support, and direct communications will lower friction throughout the lead journey. Ultimately, the goal must be to build trust, prove value, and personalize the process to maximize the lead conversion rate.

5.6 Implications for Future Research

- Future research could investigate how demographic factors associated with learning (age, level of education) impact engagement and conversion in EdTech.
- Research could investigate participatory patterns over a lengthy period in distance learning contexts and their relationship to course completion and course recommendations.
- Research could also experiment with how effective AI personalization (e.g. AI-driven product or service recommendations) is at addressing predetermined conversion challenges on EdTech platforms.
- There may be an opportunity for intentional cross-sector comparisons to see how meaningful the same factors are outside the boundaries common to the EdTech industry.
- There may be a chance to conduct more qualitative inquiry to develop the nuanced behavioral perspective on how potential learners assess trust, value, and relevance in EdTech products and services.

6. Conclusion

The current study provides insight into the key variables impacting lead conversion in EdTech, where we have showed that conversion issues (e.g., difficulty in quantifying ROI, uncomfortable pricing level, and relevance of the course) had the highest negative relationship with successful conversion. Engagement had an impact but to a lesser extent, while CRM effectiveness had a small but consistent impact. This study makes the case for EdTech companies to focus their attention on both their marketing communication and their product to lessen the drop-off from lead to trust. While these findings provide some practical suggestions for EdTech companies, the study also provides many options for follow-up research to explore more advanced and individualized ways of improving learner conversion and retention. Efficient lead conversion remains a strategic imperative within the Ed-Tech industry.

References

1. Chaffey D, Ellis-Chadwick F. *Digital marketing*. 7th ed. Pearson Education Limited; 2019.
2. Conversica. Inbound lead follow-up stats for 2023. 2023.
3. Fishbein M, Ajzen I. Belief, attitude, intention, and behavior: An introduction to theory and research. Addison-Wesley; 1975.
4. Hair JF, Black WC, Babin BJ, Anderson RE. Multivariate data analysis. 8th ed. Cengage Learning; 2019.
5. Järvinen J, Taiminen H. Harnessing marketing automation for B2B content marketing. Industrial Marketing Management. 2016;54:164-75.
6. Kotler P, Kartajaya H, Setiawan I. Marketing 5.0: Technology for humanity. Wiley; 2021.
7. Kotler P, Keller KL, Koshy A, Jha M. Marketing management: A South Asian perspective. 15th ed. Pearson Education; 2021.
8. Kumar V, Petersen A. Role of CRM in effective marketing strategies. Journal of Marketing Research. 2012;49(5):643-59.
9. Lain S. 2024 B2B marketers face challenges and embrace advanced lead strategies. Demand Generation Curated. 2024.
10. Lebo T. Lead conversion statistics all B2B marketers need to know. Convince & Convert. 2023.
11. Mohammed S, Budach L, Feuerpfeil M, Ihde N, Nathansen A, Noack N, *et al*. The effects of data quality on machine learning performance. arXiv preprint arXiv:2207.14529. 2022. https://doi.org/10.48550/arXiv.2207.14529

12. Nanji A. The state of B2B sales in 2023. MarketingProfs. 2023.
13. Nanji A. B2B leaders survey: Marketing trends for 2023. MarketingProfs. 2023.
14. Narainsamy K. 100+ B2B lead generation statistics: Challenges, conversion rates, and more. 2025.
15. O'Brien C, Thiagarajan A, Das S, Barreto R, Verma C, Hsu T, *et al*. Challenges and approaches to privacy preserving post-click conversion prediction. arXiv preprint arXiv:2201.12666. 2022. https://doi.org/10.48550/arXiv.2201.12666
16. Paleyes A, Urma R-G, Lawrence ND. Challenges in deploying machine learning: A survey of case studies. arXiv preprint arXiv:2011.09926. 2020. Available from: https://doi.org/10.48550/arXiv.2011.09926
17. Reach Marketing. B2B lead generation statistics and trends for January 2025. 2025.
18. Singh A, Dangmei J. Understanding the generation Z: The future workforce. South-Asian Journal of Multidisciplinary Studies. 2016;3(3):1-5.
19. Statista. Online education market in India. 2024. https://www.statista.com/statistics/1106101/india-online-education-market-size/
20. Verhoef PC, Broekhuizen T, Bart Y, Bhattacharya A, Dong JQ, Fabian N, *et al*. Digital transformation: A multidisciplinary reflection and research agenda. Journal of Business Research. 2021;122:889-901.
21. Wang T, Kim S. Predicting customer conversion using artificial intelligence: An empirical study. International Journal of Information Management. 2017;37(6):507-17.
22. Choudhury R, Gupta M, Sharma P. Factors influencing enrolment decisions in online education: A learner-centric study. Journal of Educational Management. 2019;12(3):145-56.
23. Rao S, Pillai R. Multi-stage determinants of lead conversion in digital learning services: An empirical assessment. Marketing Review. 2021;28(2):233-47.
24. Jaiswal A, Singhal R. Perceived career ROI and enrolment intent among professional learners: Evidence from Indian edtech markets. Journal of Career Development Studies. 2021;17(1):59-72.
25. Gupta R, Roy K. Learner decision-making and perceived value of premium online courses. Education and Training Research. 2023;41(4):302-15.
26. Chouhan S, Malviya V. Transparency and pricing perceptions in online education programs. International Journal of Digital Learning. 2020;8(2):111-22.
27. Thomas L, Kaur G. Relevance and workload concerns influencing student retention in online learning. Journal of E-Learning Research. 2023;15(1):87-98.
28. Kapoor A, Raina S. Digital engagement interventions and learner intent across marketing funnels: A behavioural analysis. Journal of Interactive Marketing Studies. 2023;9(3):210-25.
29. Singh V. Lead engagement behaviour in online learning platforms: Determinants and outcomes. Online Education Journal. 2021;6(2):75-84.
30. Dwivedi YK, Rana NP, Jeyaraj A, Clement M, Williams MD, *et al*. CRM effectiveness and strategic alignment in digital service organizations: A systematic review. Information Systems Review. 2020;32(1):1-18.