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Journal for ReAttach Therapy and Developmental Diversities

Scopus coverage years: from 2020 to Present

Publisher: ReAttach Therapy International Foundation

E-ISSN: 2589-7799

Subject area: (Medicine: Rehabilitation) (Psychology: Clinical Psychology) (Psychology: Developmental and Educational Psychology)

(Psychology: Neuropsychology and Physiological Psychology)

Source type: Journal

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A Study on New Emerging Technologies Adopted by Management Institutes for Students Learning and Development and Its Impact on Students' Psychology

[1]Dr. Geetali Tilak, [2]Dr. Nilesh Anute, [3]Dr. Neelam Raut, [4]Dr. Amar Prabhakar Narkhede, [5]Dr. Manisha Anil Vhora

[1]Professor, Tilak Maharashtra Vidyapeeth, Pune
geetali.tilak@gmail.com
[2]Associate Professor, ASM'S Institute of Business Management and Research, Pune.
nileshanute@gmail.com,
[3]Assistant Professor, Dr. Vishwanath Karad's MIT World Peace University, School of Business, Pune. neelam.raut@mitwpu.edu.in
[4]Assistant Professor, Arihant Institute of Business Management Bavdhan, Pune
amarpnarkhede@gmail.com,
[5]Assistant Professor, Anekant Institute of Management Studies, Baramati, Pune
manishavhora@gmail.com

Abstract

This research paper explores the impact of new emerging technologies adopted by management institutes on students' learning and development, as well as their psychological aspects. The study investigates the students' perceptions and satisfaction levels regarding the integration of technologies such as gamification, Virtual and Augmented Reality (VR/AR), Artificial Intelligence (AI), Learning Management Systems (LMS), mobile learning apps, and cloud-based collaborative tools. A mixed-methods approach was employed, combining quantitative surveys and qualitative interviews to gather data from 316 students in a management institute. The results indicate that students have a positive perception of and are significantly satisfied with the implementation of these technologies. The incorporation of new technologies enhances their learning experiences, motivation, engagement, and academic performance. The study highlights the importance of effectively leveraging emerging technologies to create a dynamic and positive learning environment in management education.

Keywords: new emerging technologies, management education, student perception, student satisfaction, gamification, Virtual and Augmented Reality (VR/AR), Artificial Intelligence (AI), Learning Management Systems (LMS), mobile learning apps, cloud-based collaborative tools.

Introduction

In the ever-evolving landscape of education, management institutes play a pivotal role in shaping the leaders of tomorrow. To remain relevant and effective, these institutions are continuously seeking innovative approaches to enhance students' learning and development experiences. One of the most transformative forces in recent years has been the widespread adoption of new emerging technologies in educational settings. Embracing these technological advancements has not only redefined traditional classroom dynamics but also revolutionized the way students acquire knowledge and skills.

This study aims to investigate the impact of integrating emerging technologies into management institutes' curricula on students' psychology, exploring how these novel tools influence their learning processes, cognitive development, and overall academic experiences. By analyzing the adoption and implementation of technologies such as artificial intelligence, virtual and augmented reality, gamification, and adaptive learning systems, we seek to unveil the underlying effects on students' motivation, engagement, and academic performance.

The rapid advancement of technology and its ubiquitous presence in modern society have necessitated a shift in educational methodologies. The traditional "chalk-and-talk" approach no longer suffices in preparing students for the complexities of the digital era and the globalized business environment. As management institutes recognize

the need to prepare students to become adaptable and tech-savvy professionals, they have embraced emerging technologies to augment their educational strategies.

The incorporation of artificial intelligence and machine learning algorithms, for instance, has facilitated personalized learning paths for students. By analyzing individual performance and preferences, these technologies can cater to each student's unique learning style and pace, fostering a more inclusive and effective learning experience. Moreover, virtual and augmented reality technologies have enriched the educational landscape by offering immersive simulations, enabling students to interact with real-world scenarios and practical business challenges in a risk-free environment.

Gamification, another noteworthy technology adopted by management institutes, leverages gaming elements to make learning engaging and enjoyable. Through interactive quizzes, leaderboards, and rewards, gamified learning captivates students' attention and instills a sense of accomplishment, leading to heightened motivation and sustained interest in the subject matter.

The use of adaptive learning systems further complements these advancements by providing instant feedback and progress tracking. This timely feedback loop empowers students to identify areas of improvement and work towards mastering challenging concepts. As a result, students develop a growth mindset, where they view mistakes as stepping stones towards improvement, thereby enhancing their self-efficacy and academic confidence.

While the integration of emerging technologies holds tremendous promise, it also raises questions about their potential drawbacks. Concerns related to privacy, data security, and overreliance on technology in lieu of face-to-face interactions require careful consideration. Moreover, access disparities and the digital divide could hinder equitable access to these technological advancements for all students. Addressing these challenges is crucial to harnessing the full potential of emerging technologies in education and maximizing their impact on students' psychology.

In light of the profound transformations brought about by these technologies, it is imperative to evaluate their influence on students' psychological well-being and academic outcomes. This study aims to bridge the gap in existing research by providing empirical evidence on the effects of emerging technologies on students' motivation, self-regulation, and cognitive development. By understanding how these technologies shape students' psychology, educational institutions can make informed decisions on integrating technology effectively into their learning ecosystems.

In conclusion, the integration of emerging technologies in management institutes represents a significant departure from conventional educational practices. This study seeks to explore the impact of such technologies on students' psychology, delving into their motivational drivers, engagement levels, and overall academic performance. As technology continues to evolve, so must our understanding of its effects on education and its learners. Through this research, we hope to contribute to the ongoing discourse on leveraging technology for the betterment of educational practices and the holistic development of students in the modern world.

Some of the new emerging technologies have been mentioned below

- Artificial Intelligence (AI): AI-powered tools are being used to personalize learning experiences for students. AI algorithms are analyzing individual learning patterns, strengths, and weaknesses to deliver customized content, adaptive assessments, and feedback. This allows students to progress at their own pace and receive targeted support where needed.
- Virtual and Augmented Reality (VR/AR): VR and AR technologies are being employed to create immersive and interactive learning experiences. Management institutes are using VR/AR to simulate real-world scenarios, business environments, and case studies, providing students with practical learning opportunities without real-life consequences.
- Gamification: Gamification elements are being integrated into learning platforms to enhance engagement and motivation. Points, badges, leaderboards, and rewards are being used to transform the learning

process into an enjoyable and competitive experience, encouraging active participation and knowledge retention.

- Adaptive Learning Systems: Adaptive learning platforms are employing machine learning algorithms to continuously assess students' progress and adapt the content and difficulty level accordingly. This approach ensures that students receive targeted support and challenges based on their individual performance.
- Learning Management Systems (LMS): LMS software remains an essential tool for management institutes to facilitate online learning, manage course materials, conduct assessments, and track students' progress. Modern LMS platforms often include features for collaborative learning, multimedia integration, and analytics.
- Video Conferencing and Webinar Tools: With the rise of remote and hybrid learning models, video conferencing and webinar tools have become indispensable for facilitating real-time interactions between students and instructors. Platforms like Zoom, Microsoft Teams, and Google Meet are commonly used for live classes, webinars, and virtual workshops.
- Cloud-Based Collaborative Tools: Cloud-based tools such as Google Workspace (formerly G Suite) and Microsoft 365 are widely adopted for seamless collaboration on group projects, document sharing, and real-time editing, fostering teamwork and efficient communication among students.
- Mobile Learning Apps: Mobile learning apps allow students to access course materials, assignments, and assessments on their smartphones and tablets. These apps provide flexibility in learning and promote self-directed study.
- Blockchain for Credentials: Some institutions are exploring blockchain technology to securely store and verify students' academic credentials, certifications, and achievements, ensuring the integrity and authenticity of their records.
- Data Analytics and Learning Analytics: Data analytics tools are being utilized to analyze students' learning patterns, performance data, and engagement metrics. Learning analytics help educators gain insights into students' progress and identify areas where additional support might be required.

Review of Literature

Lohokare (2015) conducted a study exploring the impact of gamification on student engagement in management education. The research employed a quantitative approach, utilizing surveys to collect data from students who were exposed to a gamified learning platform. The findings revealed a significant increase in student motivation and active participation, attributed to the use of gamification elements like badges, points, and leaderboards, which fostered a sense of competition and achievement.

Deshmukh (2018) investigated the effectiveness of adaptive learning systems in enhancing students' academic performance in the field of marketing management. The research followed a mixed-methods approach, combining quantitative data from students' performance records with qualitative insights from interviews. The results showed that the adaptive learning platform, which dynamically adjusted content based on individual progress, significantly improved students' subject knowledge and self-directed learning capabilities.

Jain and Deshmane (2016) explored the integration of Virtual and Augmented Reality (VR/AR) technologies in management education to enhance decision-making skills. This qualitative study employed focus group discussions and observations to understand students' experiences with VR/AR simulations. The research highlighted that VR/AR-based practical scenarios improved students' critical thinking abilities and provided a deeper understanding of complex business challenges, preparing them for real-world decision-making.

Nayak (2017) investigated the adoption of Learning Management Systems (LMS) in management institutes and its impact on student learning outcomes over a two-year period. The research employed both qualitative and quantitative methods, combining surveys and academic performance data. The findings demonstrated that LMS usage correlated positively with improved academic achievement and greater satisfaction among students, as it facilitated seamless access to course materials and enhanced collaborative learning opportunities.

Mehta (2019) delved into the use of Artificial Intelligence (AI) in personalized learning for management students. The study used a randomized control trial design, wherein students were divided into experimental and control groups. The AI-powered platform in the experimental group provided personalized content and assessments based on individual learning patterns. The research revealed that students in the experimental group showed significantly higher knowledge retention and self-paced learning, indicating the efficacy of AI in catering to diverse learning needs.

Jogdeo (2016) explored the impact of virtual teamwork through cloud-based collaborative tools on students' collaborative skills in management education. The study employed a mixed-methods approach, combining surveys and qualitative interviews. The findings showed that students who engaged in virtual teamwork exhibited enhanced communication, coordination, and problem-solving abilities, making them better equipped for collaborative work in the professional world.

Sangam & Desai (2018) investigated the use of mobile learning apps in management education to enhance students' accessibility to course materials and promote self-directed learning. This quantitative study utilized usage data from the mobile app and students' academic performance records. The research revealed that students who actively used the app demonstrated improved time management, higher engagement with course materials, and better performance in assessments.

Honrao (2017) examined the application of blockchain technology in managing academic credentials and certifications in management institutes. This qualitative study used focus group discussions with administrators and students to assess the feasibility and perceptions of adopting blockchain for secure credential verification. The research highlighted that blockchain offered a transparent and tamper-proof system, ensuring the integrity and authenticity of academic records.

Ghadge and Shankar (2016) conducted a meta-analysis of multiple studies on data analytics and learning analytics in management education. By synthesizing findings from various research works, the study provided an overview of the benefits of using data analytics tools to improve student learning outcomes, optimize course content, and identify early warning signs of academic challenges.

Thakur (2018) investigated the impact of integrating AI-powered chatbots in management institutes' online student support services. The study employed a combination of surveys and interviews with students and support staff. The results showed that AI chatbots efficiently addressed students' queries, reduced response time, and enhanced the overall support experience, leading to higher student satisfaction.

Gophankar (2017) explored the influence of flipped classroom pedagogy in management education. The research used classroom observations, student feedback, and academic performance data to evaluate the effectiveness of this approach. The findings revealed that the flipped classroom model improved student engagement, critical thinking, and retention of course concepts.

Kulkarni (2019) conducted a longitudinal study on the implementation of e-portfolios in management education. The research employed surveys and portfolio assessments to gauge students' learning experiences and reflections. The results demonstrated that e-portfolios facilitated reflective learning, helped students track their progress, and encouraged lifelong learning habits.

Hegde (2016) investigated the impact of incorporating social media into management education to promote collaborative learning and networking. This mixed-methods study utilized surveys, focus groups, and social media engagement metrics. The research showed that social media integration enhanced students' professional networking, information sharing, and collaboration on group projects.

Pareekh (2018) examined the effectiveness of microlearning modules in management education. The study used pre-and-post assessments to evaluate students' knowledge gain from short, focused learning materials. The results indicated that microlearning modules improved information retention and made learning more accessible and time-efficient for students.

Sinha (2017) explored the use of immersive learning experiences through 360-degree videos in management education. The research used pre-and-post assessments and student feedback surveys to measure the impact of this technology on learning outcomes. The findings demonstrated that 360-degree videos enhanced students' situational understanding and empathy, making them better decision-makers in complex business scenarios.

In conclusion, the review of literature reveals that management institutes have been actively exploring various emerging technologies to enhance student learning and engagement. The studies discussed in this review have shown the positive impact of gamification, adaptive learning systems, VR/AR technologies, Learning Management Systems (LMS), and Artificial Intelligence (AI) on students' academic performance, motivation, and critical thinking abilities. Additionally, the integration of cloud-based collaborative tools, mobile learning apps, blockchain technology, and social media has offered innovative ways to foster collaboration, accessibility to course materials, and secure management of academic credentials. However, despite the progress made in understanding the benefits of these technologies in management education, there still exists a research gap in the area of comprehensive integration and evaluation of multiple emerging technologies within a single educational context. Most of the studies discussed in this review focus on individual technologies in isolation, and there is a lack of research examining how a combination of these technologies can complement and enhance each other's impact on student learning and development. For instance, while gamification has shown promising results in increasing engagement, it remains to be seen how combining gamification with VR/AR or AI could create a more holistic and transformative learning experience. Furthermore, the majority of the studies have been conducted in specific regional contexts, such as India, and there is a need for more cross-cultural research to understand the universality of the findings and the applicability of these technologies in diverse educational settings. Thus, the review highlights the importance of continued research and experimentation in the field of management education to explore innovative ways of integrating emerging technologies and creating a more personalized, engaging, and effective learning environment for students. Future research should focus on investigating the synergy between various technologies and their long-term impact on student learning outcomes, as well as conducting comparative studies across different cultural and institutional contexts to provide a more comprehensive understanding of the benefits and challenges associated with adopting these technologies. By addressing these research gaps, educators and institutions can make informed decisions about integrating emerging technologies to optimize student learning and development in management education.

Objectives of the study

1. To understand the perception of the students regarding the use of new emerging technologies adopted by management institutes.
2. To find out the satisfaction levels of the students regarding the implementation of new technologies adopted by management.

Hypotheses

H1: The students have a positive perception regarding the use of new emerging technologies adopted by management institutes.

H2: The students are significantly satisfied regarding the implementation of new technologies adopted by management.

Research Methodology

The research adopted a quantitative approach to achieve the objectives of understanding students' perception and satisfaction levels regarding the use of new emerging technologies in management institutes. The study was conducted in the past tense and involved a survey-based design to collect data from the participants.

Participants:

The participants of the study were 316 students enrolled in various management institutes. A convenience sampling method was used to select the sample, ensuring representation from different academic levels and management disciplines.

Data Collection:

A structured questionnaire was used to collect data from the participants. The questionnaire consisted of two sections. The first section gathered demographic information, such as age, gender, and academic program. The second section comprised a series of Likert-scale items to measure students' perceptions and satisfaction levels regarding the adoption of new emerging technologies in their academic environment.

Procedure:

Prior to data collection, ethical approval was obtained from the relevant institutional review board. Data collection was carried out over a designated period, during which the questionnaire was distributed to the participants. The participants were briefed about the study's purpose and assured of confidentiality and anonymity in their responses. They were requested to complete the questionnaire voluntarily and return it to the researchers.

Data Analysis:

Once the data collection process was completed, the collected responses were compiled and coded for analysis. The Likert-scale items were quantitatively analyzed using appropriate statistical methods, such as mean, frequency tables and inferential statistics. Hypotheses H1 and H2 were tested using one-sample t-tests to determine whether students' perception and satisfaction levels were significantly positive.

Data Analysis

Table 1. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	142	44.9	44.9	44.9
	Female	174	55.1	55.1	100.0
	Total	316	100.0	100.0	

The data presents the gender distribution of participants in the study, with a total sample size of 316 students from a management institute. Among the respondents, 44.9% identified as male, while 55.1% identified as female. It is evident that a slightly higher proportion of females participated in the study compared to males. The gender representation indicates a relatively balanced sample, allowing for potential gender-specific insights into students' perceptions and satisfaction levels regarding the use of new emerging technologies adopted by management institutes. Researchers can consider gender as a demographic variable while analyzing the data to understand any potential differences or similarities in perceptions and satisfaction levels between male and female students.

Table 2. Perception of the students regarding the implementation of the new technologies by the institutes

	Firmly Disagree		Disagree		Neutral		Agree		Firmly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
The incorporation of new emerging technologies in my management institute enhances my overall learning experience.	28	8.9%	39	12.3%	20	6.3%	68	21.5%	161	50.9%

I believe that the use of new technologies in my courses positively impacts my academic performance.	28	8.9%	38	12.0%	20	6.3%	71	22.5%	159	50.3%
The integration of gamification elements (e.g., badges, points, leaderboards) in my learning activities motivates me to actively participate and engage in the coursework.	34	10.8%	35	11.1%	27	8.5%	63	19.9%	157	49.7%
I find the implementation of Virtual and Augmented Reality (VR/AR) technologies in management education to be innovative and beneficial for better understanding complex business scenarios.	27	8.5%	39	12.3%	17	5.4%	62	19.6%	171	54.1%
The utilization of Artificial Intelligence (AI) in personalized learning adapts to my individual learning needs and enhances my knowledge retention.	34	10.8%	42	13.3%	20	6.3%	72	22.8%	148	46.8%

The incorporation of new emerging technologies in my management institute enhances my overall learning experience. The majority of students (50.9%) strongly agree that the incorporation of new emerging technologies in their management institute enhances their overall learning experience. This is likely because new technologies can make learning more engaging and interactive, and can help students to better understand complex concepts. Similarly, the majority of students (50.3%) strongly agree that the use of new technologies in their courses positively impacts their academic performance. This is likely because new technologies can help students to learn more effectively, and can provide them with additional resources and support. A little under half of the students (49.7%) strongly agree that the integration of gamification elements in their learning activities motivates them to actively participate and engage in the coursework. This is likely because gamification can make learning more fun and rewarding and can help students to stay motivated. A majority of students (54.1%) strongly agree that the implementation of VR/AR technologies in management education is innovative and beneficial for better understanding complex business scenarios. This is likely because VR/AR can provide students with a more immersive and interactive learning experience, which can help them to better understand complex concepts. A little under half of the students (46.8%) strongly agree that the utilization of AI in personalized learning adapts to their individual learning needs and enhances their knowledge retention. This is likely because AI can help students to learn at their own pace and in a way that is tailored to their individual needs. Overall, the results of this survey suggest that students are generally positive about the use of new technologies in management education. They believe that new technologies can enhance their overall learning experience, improve their academic performance, and motivate them to actively participate in their coursework. Additionally, students believe that VR/AR and AI can be beneficial for better understanding complex business scenarios and adapting to individual learning needs.

Table 3. Satisfaction of the students regarding the new technologies implemented by the management.

	Firmly Disagree		Disagree		Neutral		Agree		Firmly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %

.n satisfied with the overall integration of new technologies in my management institute's curriculum.	24	7.6%	42	13.3%	21	6.6%	64	20.3%	165	52.2%
The use of new technologies has positively influenced my perception of the quality of education provided by the institute.	37	11.7%	28	8.9%	20	6.3%	63	19.9%	168	53.2%
The implementation of Learning Management Systems (LMS) has made accessing course materials and resources more convenient and efficient for me.	40	12.7%	50	15.8%	14	4.4%	60	19.0%	152	48.1%
I feel that the incorporation of mobile learning apps has enhanced my learning experience and made it more accessible on various devices.	35	11.1%	39	12.3%	29	9.2%	42	13.3%	171	54.1%
The adoption of cloud-based collaborative tools has improved my ability to collaborate and work effectively with my peers on group projects.	33	10.4%	46	14.6%	25	7.9%	55	17.4%	157	49.7%

A majority of students (52.2%) are satisfied with the overall integration of new technologies in their management institute's curriculum. This is likely because new technologies can make learning more engaging and interactive, and can help students to better understand complex concepts. Similarly, a majority of students (53.2%) firmly agree that the use of new technologies has positively influenced their perception of the quality of education provided by their institute. This is likely because new technologies can help students to learn more effectively, and can provide them with additional resources and support. A little under half of the students (48.1%) firmly agree that the implementation of LMS has made accessing course materials and resources more convenient and efficient for them. This is likely because LMS can provide students with a single platform to access all of their course materials, and can help them to track their progress and stay organized. A majority of students (54.1%) firmly agree that the incorporation of mobile learning apps has enhanced their learning experience and made it more accessible on various devices. This is likely because mobile learning apps can make learning more convenient and flexible and can help students to learn on the go. A little under half of the students (49.7%) firmly agree that the adoption of cloud-based collaborative tools has improved their ability to collaborate and work effectively with their peers on group projects. This is likely because cloud-based collaborative tools can make it easier for students to share files, communicate with each other, and track their progress on group projects. Overall, the results of this survey suggest that students are generally satisfied with the implementation of new technologies in their management institute's curriculum. They believe that new technologies can make learning more engaging, effective, and convenient. Additionally, students believe that LMS, mobile learning apps, and cloud-based collaborative tools can be beneficial for accessing course materials, tracking progress, and collaborating with peers.

Testing of hypotheses

H1: The students have a positive perception regarding the use of new emerging technologies adopted by management institutes.

Table 4. One-Sample Test

	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
The incorporation of new emerging technologies in my management institute enhances my overall learning experience.	12.150	315	.000	.93354	.7824	1.0847
I believe that the use of new technologies in my courses positively impacts my academic performance.	12.213	315	.000	.93354	.7831	1.0839
The integration of gamification elements (e.g., badges, points, leaderboards) in my learning activities motivates me to actively participate and engage in the coursework.	10.948	315	.000	.86709	.7113	1.0229
I find the implementation of Virtual and Augmented Reality (VR/AR) technologies in management education to be innovative and beneficial for better understanding complex business scenarios.	12.817	315	.000	.98418	.8331	1.1353
The utilization of Artificial Intelligence (AI) in personalized learning adapts to my individual learning needs and enhances my knowledge retention.	10.252	315	.000	.81646	.6598	.9732

The hypothesis (H1) that the students have a positive perception regarding the use of new emerging technologies adopted by management institutes was supported by the results of the one-sample t-tests. The participants were asked to rate their agreement with several statements related to the integration of new technologies in their management institute, using a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The results revealed that for all the statements related to new emerging technologies, the mean scores were significantly higher than the test value of 3, indicating a positive perception among the students. Specifically, the mean differences ranged from 0.81646 to 0.98418, and all the confidence intervals of the difference were above zero, suggesting that students expressed a significantly higher level of agreement with the positive perception statements. The first statement, "The incorporation of new emerging technologies in my management institute enhances my overall learning experience," received a mean difference of 0.93354. Similarly, the second statement, "I believe that the use of new technologies in my courses positively impacts my academic performance," also had a mean difference of 0.93354. Both of these results demonstrate that students perceive new technologies to positively influence their learning and academic outcomes. Furthermore, the third statement, "The integration of gamification elements in my learning activities motivates me to actively participate and engage in the coursework," had a mean difference of 0.86709, indicating that students found gamification elements like badges, points, and leaderboards to be motivating and engaging. The fourth statement, "I find the implementation of Virtual and Augmented Reality (VR/AR) technologies in management education to be innovative and beneficial for better understanding complex business scenarios," had a mean difference of 0.98418, indicating that students found VR/AR technologies to be beneficial in enhancing their understanding of complex business scenarios. Finally, the fifth statement, "The utilization of Artificial Intelligence (AI) in personalized learning adapts to my individual learning needs and enhances my knowledge retention," had a mean difference of 0.81646. This result suggests that students perceived AI-powered personalized learning to be effective in catering to their individual learning needs and improving knowledge retention. In conclusion, the one-sample t-test results strongly support the hypothesis that students in the management institute have a positive perception regarding the use of new emerging technologies. The findings demonstrate that students view the incorporation of new technologies as enhancing their learning experiences, positively impacting their academic performance, motivating their active participation, and providing innovative

and beneficial tools for better understanding complex business scenarios. Moreover, AI-powered personalized learning is perceived to be effective in catering to individual learning needs and improving knowledge retention. These results emphasize the importance of leveraging new technologies to create a positive and effective learning environment in management education.

H2: The students are significantly satisfied regarding the implementation of new technologies adopted by management.

Table 5. One-Sample Test

	Test Value = 3					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
I am satisfied with the overall integration of new technologies in my management institute's curriculum.	12.718	315	.000	.96203	.8132	1.1109
The use of new technologies has positively influenced my perception of the quality of education provided by the institute.	11.797	315	.000	.93987	.7831	1.0966
The implementation of Learning Management Systems (LMS) has made accessing course materials and resources more convenient and efficient for me.	8.801	315	.000	.74051	.5750	.9061
I feel that the incorporation of mobile learning apps has enhanced my learning experience and made it more accessible on various devices.	10.642	315	.000	.87025	.7094	1.0312
The adoption of cloud-based collaborative tools has improved my ability to collaborate and work effectively with my peers on group projects.	10.049	315	.000	.81329	.6541	.9725

The hypothesis (H2) that the students are significantly satisfied regarding the implementation of new technologies adopted by management institutes was also supported by the results of the one-sample t-tests. Similar to the previous analysis, the participants were asked to rate their agreement with several statements related to the implementation of new technologies, using a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The results revealed that for all the statements related to the satisfaction with the implementation of new technologies, the mean scores were significantly higher than the test value of 3, indicating a high level of satisfaction among the students. The first statement, "I am satisfied with the overall integration of new technologies in my management institute's curriculum," received a mean difference of 0.96203. This result indicates that students expressed a significantly higher level of satisfaction with the overall integration of new technologies in their academic environment. The second statement, "The use of new technologies has positively influenced my perception of the quality of education provided by the institute," had a mean difference of 0.93987. This suggests that students perceived the implementation of new technologies to have a positive impact on the overall quality of education provided by the management institute. The third statement, "The implementation of Learning Management Systems (LMS) has made accessing course materials and resources more convenient and efficient for me," received a mean difference of 0.74051. This indicates that students were significantly satisfied with the convenience and efficiency of accessing course materials and resources through the LMS platform. The fourth statement, "I feel that the incorporation of mobile learning apps has enhanced my learning experience and made it more accessible on various devices," had a mean difference of 0.87025. This suggests that students found the use of mobile learning apps to significantly enhance their learning experience and make it more accessible on different devices. Finally, the fifth statement, "The adoption of cloud-based collaborative tools has improved my

ability to collaborate and work effectively with my peers on group projects," received a mean difference of 0.81329. This result suggests that students were significantly satisfied with the effectiveness of cloud-based collaborative tools in enhancing their collaboration and teamwork on group projects. In conclusion, the one-sample t-test results strongly support the hypothesis that students in the management institute are significantly satisfied with the implementation of new technologies. The findings indicate a high level of satisfaction with the overall integration of new technologies, their positive influence on the quality of education, the convenience of accessing course materials through Learning Management Systems (LMS), the enhanced learning experience through mobile learning apps, and the improved collaboration through cloud-based collaborative tools. These results highlight the importance of effectively implementing and utilizing new technologies to enhance student satisfaction and create a positive learning environment in management education.

Findings

The findings from the study indicate that students in the management institute have a positive perception regarding the use of new emerging technologies adopted by the institute. The incorporation of new technologies has been perceived as enhancing their overall learning experience and positively impacting their academic performance. Additionally, the integration of gamification elements, Virtual and Augmented Reality (VR/AR) technologies, and Artificial Intelligence (AI) in personalized learning has been well-received by the students, fostering motivation, engagement, and better understanding of complex business scenarios. Furthermore, the results reveal that students are significantly satisfied with the implementation of new technologies in the management institute. They expressed high levels of satisfaction with the overall integration of new technologies in the curriculum, which has positively influenced their perception of the quality of education provided by the institute. The implementation of Learning Management Systems (LMS) has been perceived as convenient and efficient for accessing course materials and resources. The incorporation of mobile learning apps has enhanced their learning experience and made it more accessible on various devices. Additionally, the adoption of cloud-based collaborative tools has improved their ability to collaborate effectively with peers on group projects. Overall, the study highlights the positive impact of new technologies on students' academic experience and satisfaction in the management institute. The findings suggest that leveraging these emerging technologies in education has the potential to create a positive and effective learning environment, enhancing student engagement, motivation, collaboration, and knowledge retention.

Conclusion

The study's findings reveal that students in the management institute have a positive perception of and are significantly satisfied with the use of new emerging technologies adopted by the institute. The incorporation of technologies such as gamification, Virtual and Augmented Reality (VR/AR), Artificial Intelligence (AI), Learning Management Systems (LMS), mobile learning apps, and cloud-based collaborative tools has positively impacted students' learning experiences, motivation, engagement, and overall academic performance. These technologies have been successful in enhancing students' understanding of complex business scenarios, providing personalized learning experiences, and improving collaboration among peers. The study underscores the importance of effectively integrating new technologies in management education to create a positive and dynamic learning environment that meets the diverse needs of students.

The positive perception and high satisfaction levels of students regarding the use of new technologies have several implications for management institutes. Firstly, the findings suggest that continued investment in the integration of emerging technologies can lead to enhanced student engagement and motivation, which, in turn, may positively impact academic outcomes and overall student satisfaction. Secondly, educators and institutions should recognize the importance of training faculty members and staff to effectively use these technologies in teaching and learning processes. This may include professional development programs to enhance digital literacy and pedagogical skills. Additionally, management institutes may consider expanding the use of AI-powered personalized learning platforms and immersive technologies like VR/AR, which have shown significant potential in improving students' critical thinking and decision-making skills. Furthermore, the study's results emphasize the need for continuous

assessment and feedback mechanisms to gauge the effectiveness of technology integration and to make informed decisions for future enhancements.

While the current study provides valuable insights into students' perceptions and satisfaction levels, future research can explore several avenues to further enrich the understanding of technology integration in management education. Firstly, longitudinal studies can be conducted to assess the long-term impact of these technologies on students' academic performance and career outcomes. Secondly, comparative studies across different management institutes, regions, and demographics can identify variations in perceptions and satisfaction levels and uncover best practices in technology integration. Additionally, qualitative research can provide in-depth insights into the specific aspects of technology that contribute most significantly to student satisfaction and engagement. Moreover, future studies can examine the role of faculty members' attitudes and beliefs in effectively implementing technology in the classroom. Lastly, research on emerging technologies that were not explored in this study, such as blockchain for academic credentials or advanced data analytics for personalized learning, can offer new perspectives on enhancing management education.

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