



A Comparative Study of Artificial Intelligence on Learning Behavior of Management Students of the Bhopal District: The AI Revolution in Education

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Artificial Intelligence, Learning Behaviors, Academic Outcomes, Management Students, Higher Education Institutions.

ABSTRACT

The growing use of Artificial Intelligence (AI) has significantly transformed the methods of learning and knowledge acquisition in higher education institutions. Management students are using various AI tools such as intelligent tutoring systems, content creation platforms, grammar assistance tools, and personalized learning platforms, to grasp concepts, enhance learning efficiency, and manage their academic responsibilities. However, empirical research on the institutional-level effects of AI on student learning behavior and performance in management education remains limited. A comparative study of artificial intelligence on learning behavior of management students examined how AI tools affect the study habits of management students in colleges in Bhopal district of Madhya Pradesh. Descriptive and analytical approaches were used in this research. Data were collected through a structured questionnaire administered to management students of Sagar Institute of Research and Technology (SIRT), Vidhik Institute of Management (VIM), People's Institute of Management and Research (PIMR) and Mittal Institute of Technology, Bhopal (MITB). We examined the data using percentage analysis, average scores, and various correlation techniques. It appears that many management students are well acquainted with AI-based learning tools and use them effectively in their studies. The findings show that these AI tools enhance students' efficiency to a great extent, improve their time management and increase their confidence in academic activities. However, some problems still remain, such as students' excessive reliance on these devices, their misuse, or the ethical dilemmas they face. Taking all this into account, the findings suggest that AI tools positively impact the learning experiences of management students....

1. INTRODUCTION

Artificial Intelligence in Higher Education Institutions:

Artificial Intelligence is recognized as a key technological advancement that has greatly influenced various fields, including higher education. In this context, AI refers to the use of applications and systems that create intelligent learning environments capable of simulating human intelligence through data processing and analysis. Currently, higher education institutions are utilizing AI applications to enhance and streamline learning environments for students. The advancement of AI applications has made it possible for students to learn at any time and from any location.

The Role of AI Tools in Management Education: Management education requires students to develop analytical skills, strategic thinking, and decision-making abilities. MBA & BBA students often engage in tasks such as analyzing case studies and writing reports and papers based on these studies and presentations. AI technology offers numerous benefits to management students, including providing immediate explanations, helping organize study materials, improving language, and assisting in presentation preparation.

Impact of AI Tools on Academic Learning: Academic performance is influenced by factors such as the ability to understand learning concepts and manage time effectively. skills, and the effective completion of tasks related to academics. AI technology acts as a facilitator in these areas by minimizing repetitive tasks, offering a structured approach to academic assistance, and alleviating academic-related pressures. However, the concern about excessive reliance and responsible use highlights the need for careful consideration of their effects.

Technological Transformation and Student-Centered Learning: The integration of Artificial Intelligence (AI) tools exemplifies the digitization of the higher education sector. Student-centered learning is gaining prominence as students transition from passive recipients to active participants in the knowledge acquisition process. This shift is facilitated by AI tools that promote adaptive learning, self-directed learning, and active engagement, as observed in MBA & BBA programs.

The Recognized Benefits of AI Tools in Educational Activities: The effectiveness of AI tools is partially contingent upon their acceptance by students. Students recognize several advantages in utilizing AI tools, including enhanced efficiency, reduced workload, real-time feedback and improved learning outcomes. These applications can assist students in various ways, such as organizing study materials, preparing assignments, and acquiring information on complex topics

2. RESEARCH GAPS:

Although AI tools are increasingly utilizing in the educational ecosystem, there is a scarcity of research focusing on how these tools affect the study behavior and academic performance of MBA & BBA students. Generally, the majority of studies examining the influence of AI tools on education lack specificity or localization. Consequently, this research initiative seeks to address this gap by focusing in on the experiences of MBA and BBA program group at four prominent educational institutions in Bhopal, Madhya Pradesh the Sagar Institute of Research & Technology (SIRT), the Vidhik Institute of Management (VIM), the People's Institute of Management & Research (PIMR), and the Mittal Institute of Technology, Bhopal (MITB). Talking about these institutions, each one has its own unique environment. The teaching method at LISAT is a bit different there, technology and management are taught together, with special emphasis on interdisciplinary studies. Things are somewhat different at VIM and PIMR. Their courses are designed according to industry needs, and more importance is given to learning based on real-life experiences. MITB also has a clear identity it teaches by combining technical and management studies. These different teaching styles of all these institutions provide an excellent foundation to understand the use of AI tools and their impact.

3. REVIEW OF LITERATURE:

Now AI has begun to change the way teachers and students interact with each other. Classrooms are no longer as rigid and one-sided as before the entire focus is now on the needs of the students. In this literature review, we have tried to explore how artificial intelligence is changing the learning perspectives of management students in Bhopal. Bhopal the heart of central India is no longer just a quiet city; it is rapidly becoming a hub for education and industry. Here, tradition and technology stand face to face. We examined various research and reports to understand how AI, such as adaptive learning platforms, chatbots, and predictive analytics, are truly changing the thinking and learning behaviors of MBA and BBA students.

How AI can improve the learning experience, identify associated challenges and risks, and underscore the importance of integrating technology into the educational system to elevate the overall quality of learning elucidated (Ambarita et al., 2024). The general learning behavior has a major impact on the psychological and mental adjustment of students to learn (Mutawati et al., 2023). The use of artificial intelligence (AI) in education has seen significant growth in recent years. Chatbots and virtual assistants have become valuable tools in facilitating learning, offering real-time assistance, and providing personalized support to students (Swargiary, 2023). Compared AI-integrated learning modes with conventional classroom teaching among MBA students in central India and reported enhanced participation, analytical skills, and better retention rates in AI-supported learning groups (Kumar & Mehta, 2022). Furthermore, AI-powered tools streamline tasks such as automated grading and data analysis, allowing students to focus more on critical thinking and application of theories, key competencies for MBA curricula (Smith et al., 2022). Comparative analyses show that AI-supported learning environments outperform traditional lecture-based methods in fostering critical thinking and problem-solving skills among management students (Kumar & Rani, 2021). This personalization fosters deeper engagement, as students receive real-time feedback and targeted resources to address knowledge gaps, which can lead to improved retention of complex business concepts (Huang et al., 2021). Research indicates that AI-driven tools, such as adaptive learning platforms and virtual simulations, enhance personalized learning experiences by analyzing students' performance data and tailoring content accordingly (Smith & Lee, 2021). The integration of Artificial Intelligence (AI) tools into MBA education has significantly influenced students' learning habits and academic performance by enhancing personalization, accessibility, and efficiency. Adaptive learning platforms, such as AI-driven tutoring systems, leverage machine learning algorithms to tailor content delivery to individual learning styles, enabling students to pace their studies according to their needs (Chen et al., 2020). Over-reliance on AI for answers can short-circuit the learning process. If a chatbot instantly provides the solution to a case study, the student may skip the critical struggle required for deep learning. This can lead to superficial engagement with

the material and hinder the development of independent problem-solving abilities, a core tenet of management competence (Kumar et al., [2019](#)).

4. RESEARCH OBJECTIVES:

- i) How management students are aware of the Artificial Intelligence tools in various institute of Bhopal district
- ii) To determine the type of AI resources that management students utilize for their study
- iii) To explore how artificial intelligence tools can enhance learning behaviors of management students.
- iv) To analyze the correlation between AI tool adoption and academic outcomes in management education.
- v) To determine the difficulties and issues related to using AI tools for academic purposes.

5. RESEARCH DESIGN:

The present study employs a descriptive research design, a methodological approach specifically tailored to systematically investigate, document, and analyze the current state of awareness, patterns of usage, and perceived or measurable impacts of Artificial Intelligence (AI) tools on the learning behaviors and academic outcomes of undergraduate (BBA) and postgraduate (MBA) students across four prominent educational institutions in Bhopal: the Sagar Institute of Research & Technology (SIRT), the Vidhik Institute of Management (VIM), the People's Institute of Management & Research (PIMR), and the Mittal Institute of Technology (MITB). This research design is particularly well-suited for the study's objectives, as it prioritizes the collection and interpretation of data to **describe characteristics, trends, and correlations** within a specific population without manipulating variables. By focusing on students' engagement with AI technologies such as chatbots, plagiarism detectors, AI-driven study planners, automated assignment graders, and personalized learning platforms this study aims to uncover: *Awareness*: The extent to which students from these institutions are familiar with existing AI tools, their functionalities, and their potential applications in education. *Usage Patterns*: The frequency, types, and contexts in which students integrate AI tools into their academic workflows (e.g., for assignment completion, note-taking, time management etc). *Impact Assessment*: How the adoption of AI tools influences students' learning habits (e.g., study routines, information retention, critical thinking) and academic performance (e.g., grades, project quality, participation in academic competitions). By targeting these four institutions, this study ensures a diversified sample, as each reflects distinct academic emphases (science and technology at LISAT, management and law at VIM, holistic management education at PIMR, and technology, science and education at MITB). This breadth allows for comparative insights into how institutional priorities and student demographics shape the adoption and outcomes of AI tool usage.

6. DATA COLLECTION:

This study sticks to primary data to keep the findings solid and relevant. Everything centers around a structured questionnaire, built to deep into how Artificial Intelligence connects with education. The survey asked students about their awareness of AI tools, how much they actually use them, and what real difference these technologies make in their learning behaviors and academic performance. The focus? Students in BBA and MBA programs. We handed out the questionnaire at four main institutions: Sagar Institute of Research & Technology (SIRT), Vidhik Institute of Management (VIM), People's Institute of Management & Research (PIMR), and Mittal Institute of Technology (MITB). By focusing on these institutions, the study gains first-hand insight into how AI is currently shaping the academic lives of management students

7. SAMPLING TECHNIQUE AND SAMPLE SIZE:

We opted a non-probability convenience sampling method, mainly because it made sense for the time and budget they had, plus it worked well with the challenge of getting access to students. Basically, we reached out to students who were around and willing to take part think classrooms and campus hangouts during the data collection phase. In the end, we collected valid responses from 240 BBA and MBA students. This number did not just come out of thin air; it matched when responses started repeating, and it fit what the study could realistically handle. They did not just take any response either only fully completed and consistent questionnaires made the cut. Anything incomplete or way off the mark got tossed out. Sure, 240 is not a massive number compared to giant surveys, but it is enough for the kind of analysis we have planned and gives a pretty good picture of how students in these programs feel and what they have experienced.

8. DATA ANALYSIS METHOD:

After collecting the questionnaire, we immediately started using Jasp software to go deeper into the data. We analyzed statistics, sorted everything, and began to find patterns in reactions. The main objective was to capture the major trends and find out what really emerged in the answers of the students. To keep things simple and clear, we presented the results in tables so that we can actually see how the statistics come out.

Table 1: Demographic Profile based on Gender

Gender:	Frequency	Percent	Valid Percent	Cumulative Percent
Female	101	42.1	42.1	42.1
Male	138	57.5	57.5	99.6
Prefer not to say	1	0.4	0.4	100.0
Total	240	100.0		

Table 1, reveals the gender distribution of the academic participants was analyzed, revealing that a total of 240 individuals provided valid responses. The data indicated that male respondents constituted the majority of the sample, totaling 138 students, which accounted for 57.5% of the participants. Female respondents comprised 101 students, representing 42.1% of the total. Additionally, a single participant, or 0.4%, chose not to disclose their gender.

Table 2: Are you familiar with Artificial Intelligence (AI) tools

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
No	55	22.9	22.9	22.9
Yes	185	77.1	77.1	100.0
Missing	0	0.0		
Total	240	100.0		

Table 2 indicated varying levels of familiarity with Artificial Intelligence (AI) tools among academics, as reflected in the provided frequencies. Out of 240 participants, 185 (77.1%) reported being familiar with AI tools, while 55 (22.9%) were not familiar. The data revealed no missing responses, with all 240 entries contributing to the analysis. When considering valid percentages, the cumulative distribution confirmed that 22.9% of respondents selected "No" and 77.1% selected "Yes," aligning with the total 100% of valid responses. This suggests a majority of the academic audience had prior exposure to AI tools, whereas a substantial minority remained unfamiliar.

Table 3: Which of the following AI tools have you used for academic purposes

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
AI-powered language learning apps	17	7.1	7.1	7.1
AI-powered presentation tools (e.g., Tome, Gamma)	5	2.1	2.1	9.2
ChatGPT/Google Gemini/Grok (Generative AI chatbots)	205	85.4	85.4	94.6
Grammarly/QuillBot (Writing assistants for grammar, paraphrasing)	13	5.4	5.4	100.0
Total	240	100.0		

Based on the data presented in Table 3, the usage of AI tools for academic purposes varies significantly by category. The most widely used tool is generative AI chatbots, such as ChatGPT, Google Gemini, or Grok, which have been utilized by a substantial majority of respondents, accounting for 85.4% (205 students). In contrast, other specific categories show much lower adoption rates. AI-powered language learning apps are the next most common, though they represent only 7.1% (17 students) of the total. Writing assistants like Grammarly or QuillBot follow at 5.4% (13 students), while AI-powered presentation tools, such as Tome or Gamma, are the least used, representing just 2.1% (5 students). With a total of 240 respondents, these figures highlight that while generative chatbots have achieved widespread integration into academic



workflows. The cumulative data reveals a clear preference for chatbots over other AI tools, reflecting their adaptability and immediate impact on academic productivity.

Table 4: How frequently do you use AI tools for your academic learning

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
A few times a month	49	20.4	20.4	20.4
Daily	84	35.0	35.0	55.4
Once a week	24	10.0	10.0	65.4
Several times a week	83	34.6	34.6	100.0
Missing	0	0.0		
Total	240	100.0		

Based on the data presented in Table 4 regarding the frequency of AI tool usage for academic learning, the responses indicate a strong reliance on these technologies among the respondents. The most common usage patterns are split between daily use and several times a week, with 35.1% (84 respondents) utilizing AI tools daily and 34.7% (83 respondents) using them several times a week. Combined, these two categories account for nearly 70% of the total participants, highlighting that frequent interaction with AI is the norm for the majority. Less frequent usage is represented by 20.4% (49 respondents) who use the tools a few times a month and 10.0% (24 respondents) who use them once a week. With only one missing response out of a total of 240, the data suggests that AI tools are widely integrated into the academic routines of BBA & MBA programs.

Table 5: Rate the impact of AI on the aspects of learning

Variables	Level	Frequency	Percent	Valid Percent	Cumulative Percent
Rate the impact of AI on the following aspects of learning [Engagement]	Negative	19	7.9	7.9	7.9
	Neutral	75	31.3	31.3	39.2
	Positive	146	60.8	60.8	100
	Total	240	100		
Rate the impact of AI on the following aspects of learning [Understanding]	Negative	20	8.3	8.3	8.3
	Neutral	64	26.7	26.7	35
	Positive	156	65	65	100
	Total	240	100		
Rate the impact of AI on the following aspects of learning [Efficiency]	Negative	17	7.1	7.1	7.1
	Neutral	87	36.3	36.3	43.3
	Positive	136	56.7	56.7	100
	Total	240	100		
Rate the impact of AI on the following aspects of learning [Personalization]	Negative	20	8.3	8.3	8.3
	Neutral	94	39.2	39.2	47.5
	Positive	126	52.5	52.5	100
	Total	240	100		

According to Table 5, the perceived impact of AI on learning aspects varies slightly across engagement, understanding, efficiency, and personalization. A majority of respondents (60.8%) believe AI has a **positive** effect on **engagement**, while similar optimism is observed for **understanding** (65%) and **personalization** (52.5%). However, a significant portion of participants (31.3% for engagement, 26.7% for understanding, and 39.2% for personalization) view AI's impact as **neutral**, indicating perceived minimal change or uncertainty. **Efficiency** shows the lowest positive response (56.7%) and the highest neutral feedback (36.3%), suggesting mixed perceptions about AI streamlining learning processes. Only a small fraction of respondents (7.1–8.3%) consider AI to have a **negative** impact across all four aspects. These findings highlight an overall positive perception of AI in learning, with notable reservations about its neutrality in enhancing efficiency and



personalization.

Frequencies Table 6: which of the following academic tasks do you use AI tools

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Brainstorming ideas for assignments/projects	64	26.7	26.7	26.7
Brainstorming ideas for assignments/projects, learning new concepts and clarifying doubts	9	3.8	3.8	30.4
Brainstorming ideas for assignments/projects, preparing for exams and creating presentations	5	2.1	2.1	32.5
Brainstorming ideas for assignments/projects, preparing for exams and creating presentations, learning new concepts and clarifying doubts	7	2.9	2.9	35.4
Brainstorming ideas for assignments/projects, Proofreading and grammar checking	3	1.3	1.3	36.7
Brainstorming ideas for assignments/projects, Proofreading and grammar checking, learning new concepts and clarifying doubts	3	1.3	1.3	37.9
Brainstorming ideas for assignments/projects, Proofreading and grammar checking, preparing for exams and creating presentations	2	0.8	0.8	38.8
Brainstorming ideas for assignments/projects, proofreading and grammar checking, preparing for exams and creating presentations, learning new concepts and clarifying doubts	26	10.8	10.8	49.6
Learning new concepts and clarifying doubts	66	27.5	27.5	77.1
Preparing for exams and creating presentations	33	13.8	13.8	90.8
Preparing for exams and creating presentations, learning new concepts and clarifying doubts	8	3.3	3.3	94.2
Proofreading and grammar checking	10	4.2	4.2	98.3
Proofreading and grammar checking, learning new concepts and clarifying doubts	2	0.8	0.8	99.2
Proofreading and grammar checking, preparing for exams and creating presentations	1	0.4	0.4	99.6
Proofreading and grammar checking, preparing for exams and creating presentations, Learning new concepts and clarifying doubts	1	0.4	0.4	100.0
Total	240	100.0		

The comparative frequencies Table 6 presents data on students' use of AI tools for various academic tasks, based on a total sample of 240 respondents. The most common single use of AI tools is "**Learning new concepts and clarifying doubts**" (27.5%), closely followed by "**Brainstorming ideas for assignments/projects**" (26.7%). A significant portion (13.8%) also uses AI for "**Preparing for exams and creating presentations.**" Additionally, combinations of tasks such as brainstorming, exam preparation, and clarifying doubts are used by 10.8% of respondents, indicating AI's multi-functional role in academics. "**Proofreading and grammar checking**" are less dominant, used alone by only 4.2%. The cumulative percent shows that 49.6% of respondents incorporate AI for at least brainstorming, with usage climbing to 100% when including all task combinations. This suggests AI is widely adopted for diverse academic needs, with concept clarification and idea generation being the primary applications.



Frequencies Table 7: What are the biggest challenges you face when using AI tools for learning

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Ethical Concerns	65	27.1	27.1	27.1
Lack of Understanding	50	20.8	20.8	47.9
Privacy Concerns	63	26.3	26.3	74.2
Technical Issues	62	25.8	25.8	100.0
Missing	0	0.0		
Total	240	100.0		

The data in Frequencies Table 7 highlights the primary challenges individuals encounter when using AI tools for learning. Among the 240 respondents, **Ethical concerns** emerged as the most significant barrier, cited by 65 participants (27.1%), reflecting worries about fairness, bias, or accountability in AI systems. **Privacy Concerns** followed closely, with 63 respondents (26.3%) expressing unease about data security or misuse of personal information. Technical issues, such as system errors or usability problems, were reported by 62 participants (25.8%), underscoring the need for more reliable and accessible tools. The least prevalent challenge was **Lack of Understanding**, mentioned by 50 respondents (20.8%), indicating gaps in knowledge or training about how to effectively use AI technologies. Together, these four categories account for all valid responses, with no missing data, and illustrate that ethical, privacy, and technical challenges dominate the user experience, while foundational understanding issues also play a notable role.

9. RESULT OF THE STUDY

The study on the usage and perception of Artificial Intelligence (AI) tools among academics reveals several key findings. The demographic analysis showed that out of 240 participants, 57.5% were male, 42.1% were female, and 0.4% preferred not to disclose their gender. A significant majority (77.1%) of the respondents reported being familiar with AI tools, indicating a high-level of awareness and exposure to AI technologies. The study further found that generative AI chatbots, such as ChatGPT, were the most widely used AI tool for academic purposes, utilized by 85.4% of the respondents. The frequency of AI tool usage was also high, with 35.1% of respondents using them daily and 34.7% using them several times a week, highlighting their deep integration into academic routines.

The respondents generally held positive perceptions of AI's impact on various aspects of learning, including Engagement, Understanding, Efficiency, and Personalization. The most positive responses were recorded for Understanding (65.0%), followed by Engagement (60.8%), Efficiency (56.7%), and Personalization (52.5%). This suggests that while AI is widely seen as beneficial, there is some variation in the perceived impact across different aspects of learning. This study also explored the specific academic tasks for which AI tools were used, finding that "Learning new concepts and clarifying doubts" and "Brainstorming ideas for assignments/projects" were the most common uses.

However, this study also identified several challenges associated with the use of AI tools, including Ethical concerns (27.1%), Privacy Concerns (26.3%), Technical issues (25.8%), and Lack of Understanding (20.8%). These challenges underscore the need for addressing not only the technical and usability aspects of AI tools but also the ethical and privacy implications of their use in academic settings. Overall, this study highlights the significant role AI tools are playing in academics, the generally positive perception of their impact, and the challenges that need to be addressed to ensure their effective and responsible use.

10. CONCLUSION

Artificial Intelligence (AI) has emerged as a transformative force in higher education, particularly in management disciplines such as MBA and BBA programs, by revolutionizing pedagogical approaches and fostering student-centric learning environments. The integration of AI tools ranging from adaptive learning platforms and chatbots to data-driven analytics has enhanced the efficiency, accessibility, and personalization of education, enabling students to engage in self-directed learning, optimize time management, and develop critical analytical skills. However, while these technologies offer significant benefits, including real-time feedback, reduced academic workload, and improved learning outcomes, they also pose challenges such as over-reliance, potential erosion of independent problem-solving abilities, and the need for equitable access. This study, focusing on four prominent institutions in Bhopal SIRT, VIM, PIMR, and MITB highlights the diverse adoption and contextualization of AI tools within distinct educational philosophies, from interdisciplinary learning to industry-aligned curricula. By examining the interplay between AI adoption and academic behaviors, the research underscores the necessity of balancing technological advancement with pedagogical responsibility to ensure that AI complements, rather than replaces, the development of essential management competencies. Future research should prioritize localized investigations into AI's long-term impacts on academic performance and student behaviors, while

policymakers and educators must collaborate to establish frameworks that maximize AI's potential while mitigating risks. Ultimately, the responsible integration of AI in management education will be pivotal in preparing students to navigate an increasingly complex and technologically driven global landscape...

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