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'Exploring the Impact of Artificial Intelligence on Student Engagement in Management Institutes'

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Abstract:
Professional education in India has undergone mushroom growth in last decade. The count of professional institutes more specifically Management Institutes have shown rapid growth and reached to the count of 3280 approved institutes in India. According to a recent report by the business chamber Assocham, most B-schools, except for elite institutions like the IIMs, were producing "sub-par graduates" who were either unemployable or made less than Rs 10,000 per month. This scenario has two facets, viz. student engagements and the academic ecosystem of management Institutes. Post pandemic covid-19 the scenario has become more pathetic in terms of student engagement, skill grooming and making students employable. The integration of AI tools in academics and ease in access to customised information using with tools like chat gpt, students are getting detached to classroom teaching learning process. The repercussions are low career awareness, lack of involvement and willingness to participate in the skill grooming activities of gen-z students. This is a serious concern and challenge for management institutes especially in rural areas which has direct reflection on skill grooming and placement scenario of Management Institutes.
The present paper is an attempt to know the factors affecting level of student engagement, especially to explore effect of AI integration on student engagement and discovering innovative academic practices to engage effectively gen Z students. The primary data is collected from randomly selected 560 students of 25 management Institutes in Pune district. Result revealed that use of AI is adversely impacting on the student engagement in management Institutes.

Keywords: B-schools, Student Engagement, Artificial Intelligence, Skill Grooming, Gen-Z students etc.

Management Education in India:

The way our economy is set up may provide an explanation for the popularity of management degrees in India. At one point, the medical field was oversaturated, followed by engineering. This resulted in engineering graduates being unemployed since the manufacturing sector did not offer them opportunities. This is not surprising considering that manufacturing only made up around 18% of the GDP in 2019–2020. On the other hand, the services sector in India drove the country's GDP growth, with "finance, insurance, real estate & business services" making up almost one-fifth of GDP in recent years. The services sector, on the other hand, was the main driver of India's GDP growth; in recent years, "finance, insurance, real estate & business services" accounted for more than one-fifth of GDP. The argument that wages in

the manufacturing sector are often far lower than those in the services sector, particularly for entry-level positions, is supported by a wealth of evidence, according to the literature. Therefore, before joining the services sector, a significant portion of engineering graduates choose to further their education by earning an MBA. The demand for management degrees may be rising as a result of businesses' increasing usage of artificial intelligence and data analytics. Online work, education, and shopping have expanded dramatically since the outbreak began, generating enormous amounts of data that are helping firms better understand their clients and quickly innovate to satisfy their needs. Businesses are altering their offerings of goods and services to meet the ever-changing demands of their clientele.

Characteristics of Gen-Z Students

The group of Americans born in the late 1990s and early 2000s is known as Generation Z. Because they grew up with the internet and contemporary technology, they are frequently referred to as "digital natives". COVID-19, climate fear, and the internet era have all influenced Gen Z identity. They are positioned between Generation Alpha and millennials as the second-youngest generation. The students graduating in their post-graduation are from in the age group from 21-24 years and hence they belong to the Gen Z. A 2018 study showed that 95% of Gen Z teens have a smartphone. They have easy of access to academic information on various AI platforms. Being tech savvy, they prefer to google for their learning needs and searching information on artificial intelligence platforms. Hence their con, the rural students perusing management education having dearth of self-awareness, career awareness and importance of employability skills hence they peruse exam-oriented approach. The rate of hiring of Management students is merely 17 % which is significantly low and area of concern for management Institutes.

Factors Affecting Student Engagement:

Education institutes are striving hard to integrate the innovative technologies and teaching methodologies to enhance student engagement. The faster adoption of technology in teaching learning resulted in emergence of hybrid classroom with blend of traditional and online approach has advantage of flexible learning. The smart classrooms equipped with interactive intellectual panels are creating augmented learning experience for students. Despite of these innovations, gene z students are more engaged on digital spaces and social media platforms for their social connect has adverse impact on students' engagement. Whereas, interaction with peers and instructors, social presence, and using social media increases student's engagement if they are learning through collaboration (Qureshi et al., 2023). Slavin (2014) noted that Gen Zers want to be heard and want to actively participate in what's happening in the world. Students spend on an average 9 hrs a week online during class time & 4-5 hours online during a day (Giunta, 2017). technologies have a significant impact on *GenZ* education were identified: virtual and augmented reality, *3D* printing, artificial intelligence, holograms, portable devices, virtual laboratories, and blockchain (Hernandez-de-Menendez et al., 2020). Generation Z students want to use practical study methods with direct implications or connections to real life(Green & McCann, 2021). Educational institutions must also look to foster critical thinking, digital literacy, and AI literacy skills for both students and teachers, particularly for the former to ensure that they are able to evaluate the credibility of information and make responsible use of GenAI technologies (Chan & Lee, 2023). Higher education can either adopt philosophies and practices that educate, mobilize, empower, and prepare Generation Z to solve our world's problems or miss the opportunity to influence significantly the great minds of our next great

generation.(Seemiller & Grace, 2017). The student engagement has positive impact on academic performance of Gen z students (Carl et al., 2023)

Research Design:

The main objective of this research is to know the impact of social media engagement and use of AI by students on their academic engagement and classroom learning. The students perusing management education in Pune University are the subject of research. The required primary data was collected using semi structured interview with 450 students chosen conveniently. The questionnaire consists of 15 statements regarding academic engagement of respondents, The data about extent of use of AI is collected by knowing the frequency and purpose for which the AI applications are used by students. The three construct under study viz. student engagement, AI usage and social media engagement converted in ordinal data using likert's scale on five-point scale. The Pearson regression analysis is conducted to explore the impact.

Results and Discussion:

The empirical results are drawn on the basis of analysis of primary data and to suffice the set objectives. The collected data is edited for accuracy, completeness and for removing the bias. The incomplete & extreme responses were deleted before final analysis.

Impact of Social Media Engagement on Student Engagement

Table 1 Model Summary Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.69[a]	.051	-.003	1.14446

a. Predictors: (Constant), Social Media Engagement

The values of R and R square clears model fit of regression analysis. The values depict that response variable i.e. social media engagement is very well explained by predictor variable that is social media engagement.

Table 2 Linear Regression Analysis of Social Media Engagement and Student Engagement

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.775	.333		8.330	.000
Social Media Engagement	-0.48	.088	-.069	-.766	.03

a. Dependent Variable: Student Engagement

The above table reveals that social media engagement has negative impact on student engagement. It means students who spend more time on social media platforms tends to engage less in teaching learning. The value of corelation coefficient between Social Media Engagement and student engagement is -0.48 which shows adverse impact of social media use on engagement of Gen Z students.

Impact of use of AI content on Student Engagement

Table 3 Linear regression between Use of AI content and Student Engagement

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.155	.343		7.340	.000
Use of AI Content	-0.35	.092	-.073	-.786	.000

a. Dependent Variable: Student Engagement

The above table shows linear regression between extent of use of AI generated content on student engagement. The corelation coefficient of -0.35 shows negative impact of use of AI content on engagement of Gen-Z students. The AI content reduced students' efforts in reviewing the academic content and hence hampering their foundation conceptual knowledge. The reading quotient and use of reference books by students is also greatly affecting due to more use of AI generated content by Gen-Z students.

Conclusion:

The Gen-z students are digital natives who have quick access to information in minimal cost. The social media engagement of digital natives is high and it has become their preliminary need to stay connected with digital community. These particular facts making them detached with teaching learning physical classrooms. There are student communities who hang on digital platforms and conduct peer learning. Students from study area are less engaged on such learning platforms. Hanging out on platforms like Instagram, snapchat and WhatsApp, posting every minute update and staying connected make students burdened to attend the classes and remaining actively engaged in teaching learning activity. The results reveal inverse relationship between use of AI generated content and Student engagement. Also, there is adverse impact of social media engagement on engagement of Gen Z students.

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