

Post-COVID Challenges in Commerce Education: A Study of AI Usage and Smartphone Addiction among Students in Amravati District (2022–2025)

Author Name

: Akshay Subhash Bawne

Institutional Affiliation : Asst. Professor (CHB) Bhartiya Mahavidyalaya, Morshi
Email ID : akshaybawne666@gmail.com

Abstract

The COVID-19 pandemic has brought permanent changes to the education system, particularly in higher education. In the post-COVID period from 2022 to 2025, commerce education in Amravati district has faced several academic, social, and behavioral challenges. A noticeable decline in admissions to commerce courses, reduced academic seriousness, and growing dependence on smart phones and artificial intelligence (AI) tools have been observed among students. Excessive use of smart phones and AI-based applications has affected students' attention span, learning depth, physical activity, and social interaction. Many commerce students prefer easy study methods, avoid hard work, and show limited awareness about career opportunities after B.Com and M.Com. This study examines the impact of AI usage and Smartphone addiction on commerce education in Amravati district during the post-COVID period. The research also suggests practical recommendations for the balanced use of AI and digital technology to improve student engagement, academic performance, and overall well-being.

Keywords

Artificial Intelligence, Smartphone Addiction, Commerce Education, Post-COVID Challenges, Student Behavior, Amravati District

Introduction

The COVID-19 pandemic caused an unexpected disruption in the education system across the world. Educational institutions were forced to shift from traditional classroom teaching to online and technology-based learning. During this period, smart phones, digital platforms, and artificial intelligence tools became essential for continuing education. Although these technologies helped students complete their courses, they also changed students' learning habits and attitudes toward education.

In the post-COVID period (2022–2025), commerce colleges in Amravati district have experienced several challenges. One of the most serious concerns is the decline in admissions to commerce stream courses. Students show less interest in commerce education and prefer courses that appear easier or require less effort. At the same time, students have become highly dependent on smart phones and AI-based tools for notes, assignments, and exam preparation.

Excessive use of smart phones has reduced students' concentration levels and learning attention span. Many students avoid reading textbooks, visiting libraries, or engaging in self-study. Instead, they depend on short summaries, ready-made answers, and AI-generated content. This dependency has affected their critical thinking skills and academic discipline.

Apart from academic issues, post-COVID commerce students also face social and lifestyle challenges. Participation in sports, indoor and outdoor games, and cultural activities has reduced significantly. Unhealthy eating habits, lack of physical exercise, and social isolation have become common. Many students prefer staying alone and avoid social interaction.

This study aims to understand these post-COVID challenges in commerce education in Amravati district, with special focus on AI usage and smart phone addiction. The research highlights both the positive and negative roles of technology and suggests solutions for improving commerce education outcomes.

Literature Review

Several global and Indian studies have examined the role of artificial intelligence and digital technology in education. Earlier research suggests that AI improves access to information, personalized learning, and flexibility in education. AI-based tools help students understand concepts quickly and provide instant solutions to academic problems.

However, recent studies conducted after COVID-19 highlight the negative effects of excessive digital dependency. Researchers have found that increased smartphone usage leads to distraction, reduced attention span, and lower academic engagement. Studies also show that students who depend heavily on digital devices prefer surface-level learning instead of deep understanding.

Indian studies on post-COVID education reveal a decline in students' motivation and interest in traditional learning methods. Researchers have reported reduced library usage, lack of participation in extracurricular activities, and growing mental health issues among students. Smartphone addiction has been linked to poor academic performance and social withdrawal.

Some studies focus on technology adoption in metropolitan areas, but very limited research is available on semi-urban districts like Amravati. Commerce education, in particular, has received less attention in existing literature. Most studies focus on engineering or medical students, leaving a gap in understanding the challenges faced by commerce students.

This study contributes to the literature by focusing on commerce education in Amravati district and examining the combined impact of AI usage and Smartphone addiction during the post-COVID period (2022–2025). It integrates academic, social, and behavioral dimensions to provide a comprehensive understanding of the issue.

Data & Methods

➤ Research Design

The study follows a **descriptive research design** to analyze post-COVID challenges in commerce education.

➤ Area of Study

The research is conducted in the **Urban & Rural colleges of Amravati District, Maharashtra**.

➤ Period of Study

The study covers the **post-COVID period from 2022 to 2025**.

➤ **Sample**

The sample includes **B.Com and M.Com students** from selected Commerce colleges in Amravati.

➤ **Data Collection**

- **Primary Data:** Collected through structured questionnaires and personal interaction with students.
- **Secondary Data:** Collected from journals, books, reports, college records, and online sources.

Results

Quantitative Results

- A significant decline in commerce stream admissions was reported after COVID-19.
- More than half of the respondents use Smartphone's for more than 6 hours daily.
- A majority of students rely on AI-generated notes and online summaries.
- Library usage among commerce students has reduced sharply.
- Participation in sports and extracurricular activities is very low.

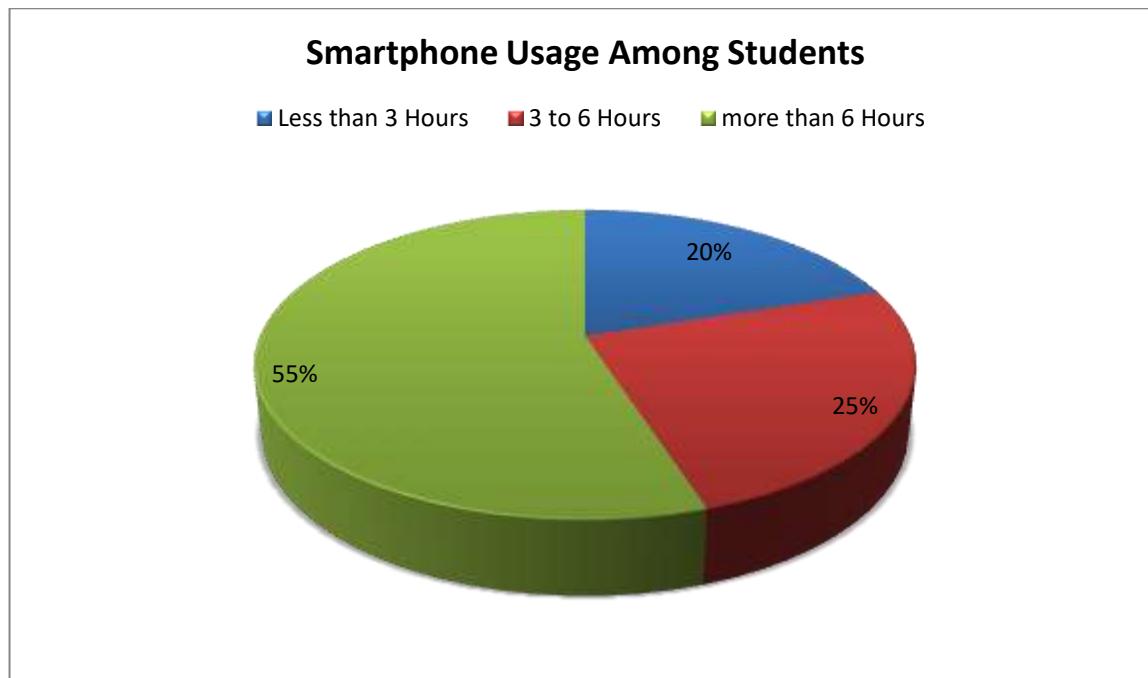


Figure 1

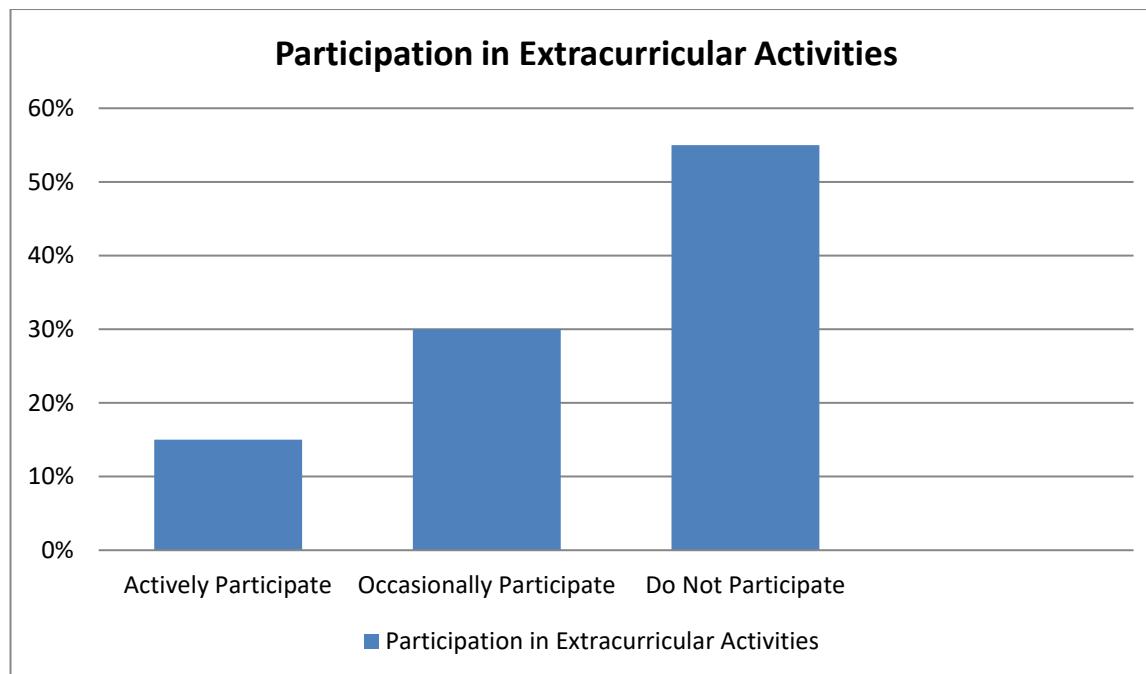


Figure 2

Qualitative Results

- Students prefer easy and short study material.
- Many students avoid challenging subjects.
- Awareness about career options after B.Com and M.Com is limited.
- Students feel disconnected from peers and teachers.
- Increased consumption of unhealthy food and sedentary lifestyle is common.

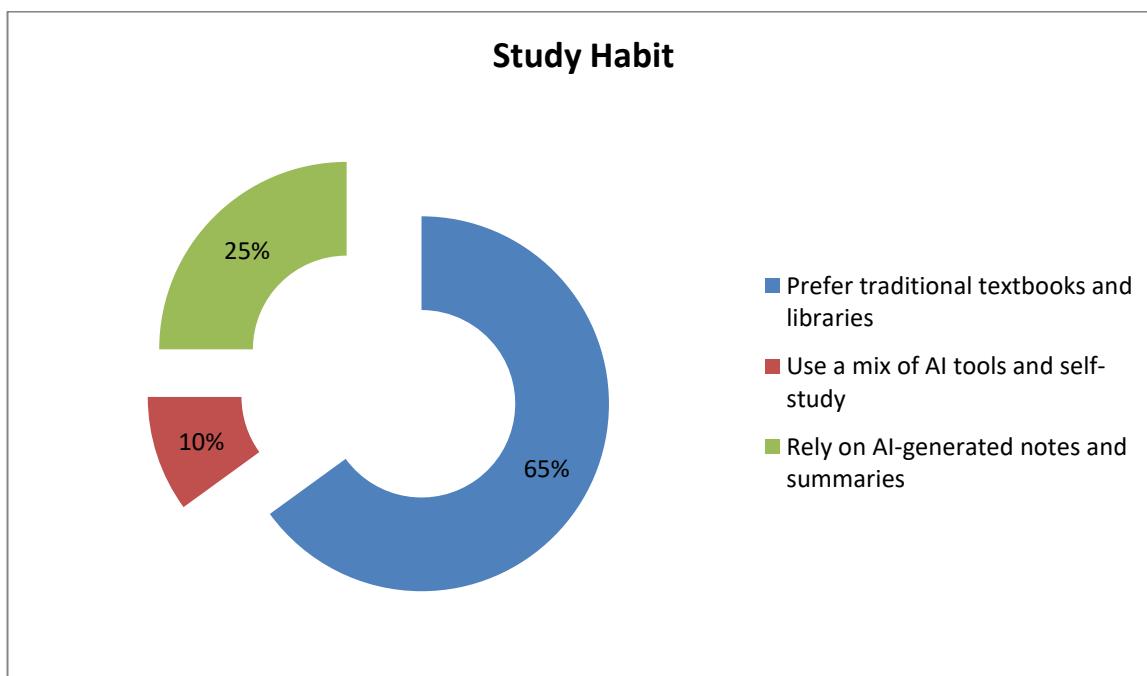


Figure 3

Discussion

The findings indicate that post-COVID commerce education in Amravati district faces serious challenges. Artificial intelligence and Smartphone's, while useful, have created dependency among students. Instead of supporting learning, technology is often used as a shortcut.

Lack of career guidance has increased confusion among commerce students. Many students are unaware of professional courses, competitive exams, or employment opportunities. Reduced social interaction and physical inactivity have further affected students' overall development.

From a policy and ecosystem perspective, colleges need to redesign teaching methods and student engagement strategies. Skill development, career orientation, and responsible use of AI must be integrated into commerce education.

Conclusion

After COVID, commerce education in Amravati has changed a lot, with smartphones and AI tools both helping and harming students. While technology has made learning easier, it has also reduced the quality of education. Admissions to commerce courses have gone down, and many students now prefer quick, easy answers instead of putting in the effort to truly understand the subjects. Instead of reading textbooks or joining discussions, many students turn to their phones and AI-generated content for shortcuts, which harms their critical thinking.

The effects are not just academic—students' social and physical well-being is also suffering. Spending too much time on screens has led to less physical activity, fewer outdoor games, and a lack of social interaction, all of which are important for their overall development. The absence of in-person communication with peers and teachers has made many students feel isolated. There is also little awareness about career options after completing B.Com or M.Com.

These problems are serious but can be solved with the right steps to help students in Amravati do better in the future.

Recommendations

- **Ethical AI Use:** Colleges should teach students to use AI responsibly, balancing its benefits with critical thinking and independent study to foster deeper learning.
- **Career Counseling & Skills Development:** Regular career counseling and skill-based programs can help students explore job opportunities and develop practical skills for the future.
- **Encouraging Reading Habits:** Organizing book clubs and library events can encourage students to read beyond digital summaries, promoting deeper engagement with their studies.
- **Promote Extracurricular Activities:** Reviving sports and cultural activities can improve students' physical health, social interaction, and overall well-being.
- **Digital Detox Programs:** Colleges should implement digital detox initiatives to reduce screen time and encourage students to engage in non-digital activities for better focus and social connections.
- **Mental Health Support:** Providing counseling and mental health workshops can help students manage stress, improve well-being, and navigate the challenges of post-COVID life.

References

1. Agarwal, R., & Kaushik, S. (2022). Impact of COVID-19 on higher education in India: Challenges and opportunities. *Journal of Education and Learning*, 11(3), 45–54.
2. Ahmed, S., & Malik, M. (2023). Smartphone addiction and its effect on students' academic performance. *International Journal of Educational Research*, 118, 102–110.
3. Bansal, R., & Joshi, P. (2022). Digital transformation in Indian higher education after COVID-19. *Journal of Management and Education*, 15(2), 67–75.
4. Gupta, S., & Irfan, M. (2022). Post-pandemic learning behavior of college students in India. *Asian Journal of Education and Social Studies*, 27(4), 1–10.
5. Kaur, H., & Singh, A. (2023). Effects of excessive Smartphone usage on concentration and learning ability of students. *International Journal of Social Science Studies*, 11(1), 23–31.
6. Sharma, N., & Mehta, R. (2023). Artificial intelligence in education: Benefits and challenges for Indian students. *Journal of Educational Technology Systems*, 52(2), 245–260.
7. Tripathi, K., & Verma, P. (2022). Student engagement and mental health challenges in post-COVID India. *Indian Journal of Psychology*, 97(3), 312–320.