The Impact of Classroom Technology on Student Behavior: A Case of Undergraduate Business Students of Pokhara University in Kathmandu

Sanskar Dhungel*

Abstract

This study examines the impact of classroom technology on student behavior: A case of undergraduate business students of Pokhara University in Kathmandu. Students' behavior is the dependent variable. The independent variables are access to technology, teacher training on technology use, availability of digital resources, student engagement, peer collaboration and technical support. The primary source of data is used to assess the opinion of respondents regarding access to technology, teacher training on technology use, availability of digital resources, student engagement, peer collaboration, technical support and students' behavior. The study is based on primary data of 125 respondents. To achieve the purpose of the study, structured questionnaire is prepared. The correlation and multiple regression models are estimated to test the significance and importance of classroom technology on student behavior: A case of undergraduate business students of Pokhara University in Kathmandu.

The study showed a positive impact of access to technology on students' behavior. It indicates that availability and usage of technology enhance student participation and interactions. Similarly, the study showed a positive impact of teachers' training on technology use on students' behavior. It indicates that well-trained teachers can better integrate technology into learning, influencing positive student outcomes. Likewise, the study showed a positive impact of availability of digital resources on students' behavior. It indicates that significance of access to digital tools and resources in improving learning experiences of students. Further, the study showed a positive impact of student engagement on student behavior. It indicates that active participation and involvement enhance positive behaviors in academic settings. In addition, the study showed a positive impact of peer collaboration on students' behavior. It indicates that group activities and collaborative learning foster better student engagement and behavioral outcomes. Moreover, the study showed a positive impact of technical support on students' behavior. It indicates that importance of resolving technical issues promptly to ensure smooth learning experiences.

Keywords: access to technology, teacher training on technology use, availability of digital resources, student engagement, peer collaboration, technical support, students' behavior

1. Introduction

The growing integration of technology in educational environments has significantly influenced student behavior and learning outcomes. As universities adopt new digital tools, understanding how classroom technology impacts student behavior has become crucial, especially in higher education settings. Classroom technology, in this context, includes various digital resources such as computers, interactive whiteboards, and online learning platforms. According to Kumar (2022), effective use of classroom technology leads to increased student engagement, improved academic performance, and enhanced classroom participation, which directly impacts overall student behavior. Therefore, it is essential to identify the factors that drive technology adoption in the classroom and how they influence student behavior. In today's competitive academic environment, it is important for educators to not only integrate technology effectively but also understand the specific elements that influence student behavior, such as teacher training, peer collaboration, and technical support (Chang, 2023). According to Lee (2020), students' interactions with educational technologies are significantly influenced by factors such as the perceived ease of use, access to digital resources, and the level of technical support available. Some students may engage more

* Mr. Dhungel is a Freelance Researcher, Kathmandu, Nepal.

actively with technology due to a sense of comfort or familiarity with the tools, while others may be motivated by features that enhance learning outcomes or facilitate communication with peers and instructors (Harrison, 2021). According to Patel and Wong (2022), student behavior in technology-enhanced classrooms is also shaped by external factors like peer collaboration, where students' engagement with technology is influenced by group dynamics and social learning. This reflects how student behavior is not only a result of individual motivations but also the influence of their academic community, both in-person and online. Today, educators and institutions must recognize the importance of these internal and external factors when designing their technology integration strategies, as they impact how students engage with digital tools and influence their learning behaviors (Garcia and Anderson, 2023).

Decision-making is a crucial process in determining how students engage with technology in the classroom, as they weigh various factors before adopting or utilizing a digital tool. According to Jones and Harris (2017), students' decisions to use educational technologies are often influenced by how well these tools align with their academic interests, goals, and perceived needs. The content and resources provided through digital platforms, such as interactive learning modules and peer collaboration tools, play a significant role in shaping students' perceptions and their decision to actively engage with classroom technology (Kaplan and Haenlein, 2010). Therefore, just as career choices influence an individual's future, a student's decision to engage with technology can significantly affect their academic success and classroom participation. Institutions that effectively understand and cater to these decision-making factors are more likely to create environments that maximize student engagement and academic performance (Kietzmann *et al.*, 2011).

Smith *et al.* (2022) explored the impact of classroom technology on student engagement and academic performance. The study revealed that the integration of digital tools such as interactive whiteboards and online learning platforms significantly increased student participation and attention. Similarly, Anderson and Brown (2021) examined the digital tools in classrooms: Influence on student interaction and behavior. The study showed that digital tools have positive impact on academic performance of the students. Likewise, Miller *et al.* (2023) explored teacher training in technology. The study found that teachers who received specialized training in digital tools reported reduced instances of student disengagement and disruptive behavior, suggesting that both technology access and teacher competence are crucial to fostering positive student behavior. Further, Lund and Stenseth (2018) analyzed the impact of technology integration on learner engagement in educational activities. The study concluded that thoughtful integration of technology enhances interaction and relevance to learning outcomes. In addition, Sun and Ma (2019) explored the impact of Bring Your Own Device (BYOD) policies in educational institutions. The study revealed that BYOD policies increase access to technology but emphasized clear guidelines to prevent misuse. Moreover, Cheung *et al.* (2020) analyzed the effectiveness of blended learning and the impact of digital literacy on its implementation. The study revealed that while blended learning offers advantages, its effectiveness is hindered by students' lack of digital literacy skills. Likewise, West and Borup (2020) analyzed the role of classroom technologies in fostering collaborative learning environments. The study emphasized that classroom technologies enhance collaboration when managed effectively to avoid distractions and align with pedagogical goals.

Basilaia and Kvavadze (2020) examined the challenges of digital readiness in schools during the transition to online education, especially in light of the COVID-19

pandemic. The study concluded that digital barriers created learning inequities, particularly for students in marginalized areas. Similarly, Lai and Hong (2021) examined the impact of integrating Augmented Reality (AR) tools in classroom learning. The study found that Augmented Reality (AR) significantly improves learning experiences by enhancing interaction and motivation but cautioned that it must align with educational objectives to avoid distractions. Likewise, Fredricks *et al.* (2004) analyzed the components of school engagement. The study revealed that integrating all three components simultaneously creates supportive environments that enhance students' motivation, participation, and overall development. Further, Warschauer (2006) investigated the opportunities provided by access to technology for the illiterate, particularly in poor areas. The study revealed that technology could foster literacy and competency development but warned that uneven distribution of resources and infrastructure could exacerbate existing inequalities. In addition, Mishra and Koehler (2006) examined the integration of technology in teaching through the TPACK Framework. The study revealed that teachers' ability to integrate technology effectively depends on their knowledge of how to fuse content, pedagogy, and technology, which leads to more engaging and interactive learning experiences for students. Moreover, Willard (2007) assessed the impact of cyberbullying as an epidemic form of online violence, particularly in educational contexts where it stems from inappropriate use of classroom tools. The study found that cyberbullying contributed to issues such as anxiety, depression, and a decline in academic performance.

Kay and LeSage (2009) assessed the effectiveness of audience response systems (ARS) on classroom activities and students' participation. The study depicted that audience response systems could enhance participation and interactivity when strategically implemented, but improper use might distract students from the learning objectives. Similarly, Hattie (2009) examined the role of visible learning in improving educational outcomes. The study showed that technology enhances engagement and promotes learning when employed with clear and transparent tasks aimed at achieving specific educational goals. Likewise, Rosen *et al.* (2011) analyzed the impact of media multitasking on adolescent learning behaviors. The study found that repeated switching of attention significantly reduces retention and academic performance, with 92% of the variation in academic outcomes explained by variations in multitasking behaviors. Further, Selwyn (2011) examined the ethical concerns relating to technology in education. The study found that technology in education must be carefully integrated to balance its risks and benefits, ensuring it is appropriate for the context and addresses the needs of both teachers and students. In addition, Bower *et al.* (2013) investigated the adoption of Blended Synchronous Learning (BSL), which integrates both in-person and virtual learning methods to enhance convenience and access for learners. The study concluded that while BSL has the potential to achieve learning goals, its successful implementation depends on factors like resources available to both students and teachers. Moreover, Means *et al.* (2013) examined the effectiveness of blended and online education models in comparison to traditional face-to-face education. The study revealed that properly designed blended and online courses, when accompanied by specific goals and adequate teacher support, can produce learning outcomes comparable to face-to-face education. Likewise, Johnson *et al.* (2016) examined the impact of new technologies, including virtual reality (VR) on students' engagement and performance. The study showed that virtual reality (VR) significantly enhances both cognitive and emotional engagement by immersing students in interactive and stimulating learning processes, thereby improving retention and application of knowledge in real-life contexts.

In the context of Nepal, Sharma and Khanal (2018) stated that factors such as the perceived relevance of technology to academic goals, the social context of learning, and access to technological resources influence how students engage with educational technologies in Nepal. Additionally, the influence of peers and instructors is significant, as positive reinforcement from both can increase students' willingness to adopt and use classroom technology (Bista, 2020). The social environment in which students learn, including family support and community values, plays a crucial role in shaping their behavior toward technology use (Acharya, 2019). Peer collaboration, such as group projects facilitated by technology, can enhance engagement by fostering a sense of trust and community among students (Adhikari, 2017). Furthermore, personalized learning strategies tailored to students' academic needs can further increase their participation in technology-enhanced learning activities. Just as career choices are influenced by a combination of internal and external factors, student behavior in technology-enabled classrooms is shaped by both personal motivations and contextual influences, including socio-economic conditions and institutional support. Understanding these dynamics is essential for institutions aiming to improve student engagement and learning outcomes through technology integration (Thapa, 2021).

The above discussion shows that empirical evidence vary greatly across the studies on the impact of classroom technology on student behavior. Though there is above-mentioned empirical evidence in the context of other countries and in Nepal, no such findings using more recent data exist in the context of Nepal. Therefore, in order to support one view or the other, this study has been conducted.

The major objective of the study is to examine the impact of classroom technology on student behavior: A case of undergraduate business students of Pokhara University in Kathmandu. Specifically, it examines the relationship of access to technology, teachers training on technology use, availability of digital resources, student engagement, peer collaboration and technical support with student behavior: A case of undergraduate business students of Pokhara University in Kathmandu.

The remainder of this study is organized as follows: section two describes the sample, data, and methodology. Section three presents the empirical results and final section draws the conclusion.

2. Methodological aspects

The study is based on the primary data which were collected from 125 respondents through questionnaires. The study employed a convenience sampling method. The respondents' views were collected on access to technology, teachers training on technology use, availability of digital resources, student engagement, peer collaboration, technical support and students' behavior. This study is based on descriptive as well as causal comparative research designs.

The model

The model used in this study assumes that student behavior depends upon classroom technology. The dependent variable selected for the study is students ' behavior. Similarly, the selected independent variables are access to technology, teachers training on technology use, availability of digital resources, student engagement, peer collaboration and technical support. Therefore, the model takes the following form:

Students' behavior = f (access to technology, teachers' training on technology use, availability

of digital resources, student engagement, peer collaboration, technical support)

More specifically,

$SB = \beta_0 + \beta_1 AT + \beta_2 TTTU + \beta_3 ADR + \beta_4 SE + \beta_5 PC + \beta_6 TS + e$

Where:

SB = Students' behavior

AT = Access to technology

TT = Teachers' training on technology use

ADR = Availability of digital resources

SE = Student engagement

PC = Peer collaboration

TS = Technical support

Students' behavior was measured using a 5-point Likert scale where students were asked to indicate their responses using 1 for strongly agree, 2 for agree, 3 for neutral, 4 for disagree, and 5 for strongly disagree. There are 6 items, and sample items include "Student behavior improves with better access to technology," "Positive peer collaboration enhances student behavior," and so on. The reliability of the items was measured by computing Cronbach's alpha ($\alpha = 0.920$).

Access to technology was measured using a 5-point Likert scale where respondents were asked to indicate their responses using 1 for strongly agree, 2 for agree, 3 for neutral, 4 for disagree, and 5 for strongly disagree. There are 5 items, and sample items include "Access to technology improves student learning behavior," "Availability of modern devices ensures better engagement," and so on. The reliability of the items was measured by computing Cronbach's alpha ($\alpha = 0.910$).

Teachers' training on technology use was measured using a 5-point Likert scale where respondents were asked to indicate their responses using 1 for strongly agree, 2 for agree, 3 for neutral, 4 for disagree, and 5 for strongly disagree. There are 5 items, and sample items include "Training programs enable teachers to use technology more effectively in the classroom," "Teacher competence in using technology positively affects student behavior," and so on. The reliability of the items was measured by computing Cronbach's alpha ($\alpha = 0.895$).

Availability of digital resources was measured using a 5-point Likert scale where respondents were asked to indicate their responses using 1 for strongly agree, 2 for agree, 3 for neutral, 4 for disagree, and 5 for strongly disagree. There are 5 items, and sample items include "Availability of e-learning tools enhances classroom engagement," "The use of digital resources helps to better address individual learning needs," and so on. The reliability of the items was measured by computing Cronbach's alpha ($\alpha = 0.905$).

Student engagement was measured using a 5-point Likert scale where respondents were asked to indicate their responses using 1 for strongly agree, 2 for agree, 3 for neutral, 4 for disagree, and 5 for strongly disagree. There are 5 items, and sample items include "Higher student engagement positively influences classroom behavior," "Engaged students

exhibit better focus and discipline," and so on. The reliability of the items was measured by computing Cronbach's alpha ($\alpha = 0.915$).

Peer collaboration was measured using a 5-point Likert scale where respondents were asked to indicate their responses using 1 for strongly agree, 2 for agree, 3 for neutral, 4 for disagree, and 5 for strongly disagree. There are 5 items, and sample items include "Peer collaboration encourages cooperative learning and positive behavior," "Group activities improve students' interactions and reduce disruptions," and so on. The reliability of the items was measured by computing Cronbach's alpha ($\alpha = 0.888$).

Technical support was measured using a 5-point Likert scale where respondents were asked to indicate their responses using 1 for strongly agree, 2 for agree, 3 for neutral, 4 for disagree, and 5 for strongly disagree. There are 5 items, and sample items include "Regular technical support ensures uninterrupted use of technology," "Timely resolution of technical issues positively impacts classroom behavior," and so on. The reliability of the items was measured by computing Cronbach's alpha ($\alpha = 0.899$).

The following section describes the independent variables used in this study along with the hypothesis formulation.

Access to technology

Access to technology refers to the availability and use of digital tools, devices, and internet resources within educational settings. Punie *et al.* (2022) stated that access to technology enhances students' engagement, which in turn improves their behavior in the classroom. Similarly, Sales and Pane (2018) found that students with consistent access to educational technology displayed improved academic behaviors and focus during lessons. Likewise, Wang *et al.* (2018) found that students who had reliable access to technology exhibited increased participation and positive behavior in class. Likewise, Reisdorf *et al.* (2020) stated that limited access to technology negatively affected students' academic behavior and their ability to engage in the learning process. FUrther, Johnson and Brown (2021) concluded that students who had access to these tools exhibited higher levels of motivation and better classroom behavior. Based on it, this study develops the following hypothesis:

H_1: There is a positive relationship between access to technology and students' behavior.

Teacher training on technology use

Teacher training on technology use refers to the preparation and professional development provided to educators to effectively incorporate digital tools and platforms into their teaching practices. Smith *et al.* (2020) found that teachers who received proper training showed improved classroom management and fostered better student behavior. Similarly, Liu *et al.* (2021) found that trained teachers could effectively utilize technology to increase student motivation and positive classroom behavior. Likewise, Zhang *et al.* (2019) concluded that teachers who were skilled in using technology were able to create more inclusive and participatory environments, leading to improved student behavior. Further, Rodriguez *et al.* (2022) showed that effective teacher training on technology positively influences student behavior, leading to improved academic performance and better social interactions in class. Based on it, this study develops the following hypothesis:

H_2: There is a positive relationship between teacher training on technology use and students'

behavior.

Availability of digital resources

Availability of digital resources refers to the access to and availability of online materials, educational software, and other digital tools that support learning and engagement. Johnson *et al.* (2021) found that students who had access to a wide range of digital resources demonstrated increased motivation and more positive classroom behavior. Similarly, Kim and Lee (2020) concluded that those students who have access to relevant and updated digital materials showed improved academic behavior and higher levels of engagement. Likewise, Anderson *et al.* (2019) found that students with easy access to digital tools displayed more cooperative behavior and greater participation during lessons. Further, Harris *et al.* (2021) revealed that students with access to diverse digital resources showed increased cooperation and positive behavioral changes. Based on it, this study develops the following hypothesis:

H_3: There is a positive relationship between availability of digital resources and students' behavior.

Student engagement

Student engagement refers to the level of enthusiasm, involvement, and commitment that students show toward their learning activities. Xu *et al.* (2020) found that increased engagement positively influences students' behavior, leading to greater participation and attentiveness in the classroom. Similarly, Martineau *et al.* (2021) showed that students who were more engaged exhibited better behavior and had stronger social interactions with their peers. Likewise, Lee *et al.* (2019) revealed that students who are actively engaged in their learning demonstrated improved behavior and more positive interactions with teachers. Further, Wright *et al.* (2020) concluded that students who are more engaged with digital tools displayed improved behavior and higher levels of academic achievement. Based on it, this study develops the following hypothesis:

H_4: There is a positive relationship between student engagement and students' behavior.

Peer collaboration

Peer collaboration refers to the process through which students work together in small groups or pairs to achieve shared academic goals and solve problems. Wang *et al.* (2020) found that students who engaged in peer collaboration exhibited better behavior and demonstrated higher levels of motivation to participate in class activities. Similarly, Lee and Park (2021) showed that peer collaboration promotes positive behavior by encouraging active participation and peer support in the classroom. Likewise, Johnson and Chang (2019) revealed that students who frequently collaborated with their peers displayed improved social behavior and less disruptive conduct during lessons. Further, Garcia *et al.* (2022) concluded that peer collaboration fostered positive behavior, including increased respect for others and higher engagement in class activities. Based on it, this study develops the following hypothesis:

H_5: There is a positive relationship between peer collaboration and students' behavior.

Technical support

Technical support refers to the assistance provided to students and teachers in troubleshooting and resolving issues related to technology usage, ensuring that digital tools

and resources are accessible and functional. Davis *et al.* (2019) found that students who had access to reliable technical support were more likely to engage positively in learning activities and demonstrate improved behavior during lessons. Similarly, Roberts *et al.* (2021) concluded that students who received consistent technical assistance displayed better behavior and more positive interactions with both peers and instructors. Likewise, Brown and Green (2020) stated that students with access to immediate technical support were less likely to experience behavioral issues and were more focused on their learning tasks. Further, McLean *et al.* (2022) concluded that timely technical assistance positively affected student behavior, resulting in more productive interactions and fewer instances of off-task behavior. Based on it, this study develops the following hypothesis:

H_6: There is a positive relationship between technical support and students' behavior.

3. Results and discussion

Correlation analysis

On analysis of data, correlation analysis has been undertaken first and for this purpose, Kendall's Tau correlation coefficients along with mean and standard deviation has been computed and the results are presented in Table 1.

Table 1

Kendall's Tau correlation coefficients matrix

This table presents Kendall's Tau coefficients between dependent variable and independent variables. The correlation coefficients are based on 125 observations. The dependent variable is SB (Students' behavior). The independent variables are ATT (Access to technology), TTTU (Teachers training on technology use), ADR (Availability of digital resources), SE (Student engagement), PC (Peer collaboration) and TS (Technical support).

Variables	Mean	S.D.	SB	ATT	TTTU	ADR	SE	PC	TS
SB	0.429	0.359	1						
ATT	0.466	0.348	0.924**	1					
TTTU	0.439	0.522	0.630**	0.436**	1				
ADR	0.387	0.387	0.985**	0.879**	0.596**	1			
SE	0.389	0.341	0.990**	0.908**	0.559**	0.991**	1		
PC	0.428	0.438	0.341**	0.145**	0.482**	0.441**	0.319**	1	
TS	0.302	0.315	0.828**	0.737**	0.263**	0.880**	0.899**	0.207**	1

Notes: The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent levels respectively.

Table 1 shows the Kendall's Tau correlation coefficients of dependent and independent variables. The study shows that access to technology is positively correlated to students' behavior. It indicates that availability and usage of technology enhance student participation and interactions. Similarly, teachers' training on technology use is positively correlated to students' behavior. It indicates that well-trained teachers can better integrate technology into learning, influencing positive student outcomes. Likewise, availability of digital resources is positively correlated to students' behavior. It indicates that significance of access to digital tools and resources in improving learning experiences of students. Further, student engagement is positively correlated to student behavior. It indicates that active participation and involvement enhance positive behaviors in academic settings. In

addition, peer collaboration is positively correlated to students' behavior. It indicates that group activities and collaborative learning foster better student engagement and behavioral outcomes. Moreover, technical support is positively correlated to students' behavior. It indicates that importance of resolving technical issues promptly to ensure smooth learning experiences.

Regression Analysis

Having indicated the Kendall's Tau correlation coefficients, the regression analysis has been carried out and the results are presented in Table 2. More specifically, it shows the regression results of access to technology, teachers training on technology use, availability of digital resources, student engagement, peer collaboration and technical support on students' behavior.

Table 2

Estimated regression results of access to technology, teachers training on technology use, availability of digital resources, student engagement, peer collaboration, and technical support teachers training

The results are based on 125 observations using linear regression model. The model is $SB = \beta_0 + \beta_1 AT + \beta_2 TTTU + \beta_3 ADR + \beta_4 SE + \beta_5 PC + \beta_6 TS + e$ where the dependent variable is SB (Students' behavior). The independent variables are ATT (Access to technology), TTTU (Teachers training on technology use), ADR (Availability of digital resources), SE (Student engagement), PC (Peer collaboration) and TS (Technical support).

Models	Intercepts	Regression coefficients of						Adj. R_bar^2	SEE	F- Value
		AT	TTTU	ADR	SE	PC	TS			
1	1.417 (11.230) **	0.297 (4.260) **						0.121	0.410	18.149
2	1.240 (9.482) **		0.377 (5.494) **					0.191	0.393	30.184
3	1.126 (6.275) **			0.455 (6.275) **				0.236	0.382	39.375
4	0.798 (6.309) **				0.631 (9.227) **			0.404	0.337	85.144
5	0.959 (7.869) **					0.537 (8.268) **		0.352	0.352	68.366
6	1.116 (9.225) **						0.453 (7.018) **	0.280	0.371	49.248
7	1.777 (8.477) **	0.111 (1.306)	0.306 (3.501) **					0.195	0.392	16.032
8	0.945 (6.447)**	0.039 (0.470)	0.192 (2.164) *	0.32 (3.680) **				0.270	0.373	16.301
9	0.620 (4.399)**	0.032 (0.428)	0.151 (1.918) *	0.104 (1.225)	0.504 (5.886)**			0.429	0.330	24.286
10	0.455 (3.299)**	(0.043) (0.605)	0.145 (1.965)*	0.054 (0.673)	0.366 (4.211)**	0.293 (4.191)**		0.498	0.309	25.623
11	0.451 (3.272)**	0.055 (0.772)	0.148 (1.996)*	0.030 (0.351)	0.329 (3.511)**	0.238 (4.014)**	0.083 (1.040)**	0.499	0.309	21.547

Notes:

i. Figures in parenthesis are t-values.
ii. The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent level respectively.
iii. Students' behavior is the dependent variable.

Table 2 shows that the beta coefficients for access to technology are positive with students' behavior. It indicates that access to technology has a positive impact on students' behavior. This finding is consistent with the findings of Punie *et al.* (2022). Similarly, the beta coefficients for teacher training on technology use are positive with students' behavior.

It indicates that teacher training on technology use has a positive impact on students' behavior. This finding is consistent with the findings of Smith *et al.* (2020). Likewise, the beta coefficients for availability of digital resources are positive with students' behavior. It indicates that availability of digital resources have positive impact on students' behavior. This finding is consistent with the findings of Kim and Lee (2020). Further, the beta coefficients for student engagement are positive with students' behavior. It indicates that student engagement has a positive impact on students' behavior. This finding is consistent with the findings of Martineau *et al.* (2021). In addition, the beta coefficients for peer collaboration are positive with students' behavior. It indicates that peer collaboration has a positive impact on students' behavior. This finding is similar to the findings of Wang *et al.* (2020). Moreover, the beta coefficients for technical support are positive with students' behavior. It indicates that technical support has a positive impact on students' behavior. This finding is consistent with the findings of Davis *et al.* (2019).

4. Summary and conclusion

The adoption of classroom technology is shaped by a variety of factors including personal attitudes, perceptions of technological benefits and external influences such as peer collaboration and institutional support. Just like in other professions, various elements influence student behavior, including teacher-student interaction, school infrastructure, curriculum design, and parental involvement in students' technology use. Some students may engage more actively with technology due to a sense of comfort or familiarity with the tools, while others may be motivated by features that enhance learning outcomes or facilitate communication with peers and instructors.

This study attempts to examine the impact of classroom technology on student behavior: A case of undergraduate business students of Pokhara University in Kathmandu. The study is based on primary data of 125 respondents.

The major conclusion of the study is that access to technology, teachers' training on technology use, availability of digital resources, student engagement, peer collaboration and technical support have positive impact on students' behavior. The study also concludes that students' engagement followed by peer collaboration is the most influencing factors that influence the students' behavior.

References

Acharya, S., 2019. The role of social environment in technology adoption among students. *Kathmandu University Press*.

Adhikari, R., 2017. Collaborative learning and student engagement: The impact of technology in group projects. *Nepal Education Review* 12(2), 45-60.

Anderson, R. C., and S. Huang, 2019. The effects of classroom technology on student behavior. *Journal of Educational Psychology 111*(7), 1234-1245.

Anderson, T., and P. Brown, 2021. Digital tools in classrooms: Influence on student interaction and behavior. *Journal of Educational Technology Research* 18(4), 233-249.

Basilaia, G., and D. Kvavadze, 2020. Transition to online education in schools during a pandemic and digital readiness: A case study. *International Journal of Research in Education and Science (IJRES)* 6(4), 101-108.

Bista, K., 2020. Peer and instructor influence in technology adoption in higher education. *Journal of*

Learning and Instruction 24(1), 57-75.

Bower, M., G. E. Kennedy, B. Dalgarno, M. J. W. Lee, and J. Kenney, 2013. Blended synchronous learning: A handbook for educators. *Educational Technology and Society* 16(2), 191-203.

Brown, A., and T. Green, 2020. The essentials of instructional design: Connecting fundamental principles with process and practice. *Routledge*.

Chang, C., 2023. Enhancing digital learning environments: The role of teacher training, peer collaboration, and technical support. *Journal of Educational Research* 25(3), 177-195.

Cheung, W., E. Tsang, and C. Wong, 2020. Blended learning and digital literacy: A study on implementation challenges and benefits. *Computers and Education* 143, 103678.

Davis, N., and M. D. Roblyer, 2019. Preparing teachers for the effective use of technology: A comprehensive review of the literature. *Journal of Research on Technology in Education 51*(3), 253-271.

Fredricks, J. A., P. C. Blumenfeld, and A. H. Paris, 2004. School engagement: Potential of the concept, state of the evidence. *Review of Educational Research* 74(1), 59-109.

Garcia, M., and L. Anderson, 2023. Technology integration strategies in higher education: Maximizing student engagement. *Educational Policy Review* 32(2), 210-230.

Garcia, T., and P. R. Pintrich, 2022. The effects of collaborative learning on students' motivation and achievement: A meta-analytic review. *Educational Psychology Review 34*(2), 1-23.

Harris, J., and Al- A. Bataineh, 2021. Effects of technology on student learning. *The Turkish Online Journal of Educational Technology 20*(1), 1-9.

Harrison, R., 2021. Student motivation and engagement with digital tools in higher education. *Journal of Learning Technologies* 29(3), 150-165.

Hattie, J., 2009. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. *Routledge*.

Johnson, A. M., and M. E. Jacovina, 2021. Digital resources and student engagement: A meta-analysis. *Educational Technology Research and Development 69*(3), 1201-1225.

Johnson, D. W., and M. L. Chang, 2019. The impact of peer collaboration on student achievement and motivation: A meta-analysis. *Journal of Educational Psychology 111*(6), 1049-1066.

Johnson, L., and M. Brown, 2021. The impact of technology on student behavior and achievement in the classroom. *Journal of Educational Computing Research 59*(3), 547-567.

Johnson, L., S. A. Becker, V. Estrada, and A. Freeman, 2016. Virtual reality in education: Exploring engagement and performance outcomes. *Horizon Report*, *Higher Education Edition*.

Jones, C., and S. Harris, 2017. Decision-making in technology adoption among students: A study on engagement and learning outcomes. *Educational Technology Research and Development* 22(4), 305-322.

Kaplan, A. M., and M. Haenlein, 2010. Users of the world, unite! The challenges and opportunities of social media. *Business Horizons* 53(1), 59-68.

Kay, R. H., and A. LeSage, 2009. Examining the benefits and challenges of using audience response systems: A review of the literature. *Computers and Education* 53(3), 819-827.

Kietzmann, J. H., K. Hermkens, I. P. McCarthy, and B. S. Silvestre, 2011. Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons* 54(3), 241-251.

Kim, H., and J. Lee, 2020. The effects of digital textbooks on student learning: A meta-analysis. *Educational Technology and Society 23*(1), 1-15.

Kumar, S., 2022. Impact of classroom technology on student engagement and academic performance. *International Journal of Education and Technology* 34(2), 89-105.

Lai, C. H., and Z. W. Hong, (2021). The impact of augmented reality on student engagement and learning experiences. *Educational Technology and Society* 24(1), 78-92.

Lee, J., and H. Choi, 2019. A review of online course dropout research: Implications for practice and future research. *Educational Technology Research and Development 67*(5), 1243-1270.

Lee, K., and H. Park, 2021. The effects of collaborative learning on student achievement: A meta-analysis. *Educational Research Review 33*, 100392.

Lee, M., 2020. Understanding student behavior in digital learning environments: A theoretical perspective. *Journal of Educational Psychology* 27(4), 203-221.

Liu, Y., A. D. Ritzhaupt, and C. Cavanaugh, 2021. The relationship between teacher professional development and student outcomes: A meta-analysis. *Educational Research Review 32*, 100370.

Lund, A., and T. Stenseth, 2018. Technology integration in educational settings: Enhancing engagement and interaction. *Journal of Digital Learning* 15(3), 144-158.

Martineau, J. A., and B. C. Tatum, 2021. Student engagement in online learning: A review of the literature. *Community College Journal of Research and Practice 45*(1), 1-14.

McLean, L., and C. M. Connor, 2022. The role of technical support in teachers' integration of technology. *Computers and Education 182*, 104468.

Means, B., Y. Toyama, R. Murphy, M. Bakia, and K. Jones, 2013. The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record* 115(3), 1-47.

Miller, R., K. Davis, and P. Johnson, 2023. Teacher training in technology: Reducing student disengagement and disruptive behavior. *Journal of Educational Development* 30(1), 115-132.

Mishra, P., and M. J. Koehler, 2006. Technological pedagogical content knowledge: A framework for integrating technology in teacher knowledge. *Teachers College Record* 108(6), 1017-1054.

Patel, N., and J. Wong, 2022. Peer collaboration and student engagement in technology-enhanced classrooms. *Journal of Higher Education Research* 28(2), 156-172.

Punie, Y., D. Zinnbauer, and M. Cabrera, 2022. The impact of digital technologies on education: A review of the evidence. *International Journal of Educational Technology in Higher Education 19*(1), 1-20.

Reisdorf, B. C., A. Axelsson, and H. Maurin Söderholm, 2020. Digital inequalities and disenfranchisement of young people: The role of ICT in the voting process in Sweden. *New Media and Society 22*(7), 1279-1297.

Roberts, G., and M. Hernandez, 2021. The impact of technical support on teachers' use of technology in the classroom. *Educational Technology Research and Development 69*(5), 2345-2362.

Rodriguez, P., and A. Armellini, 2022. The impact of teacher training on technology integration in higher education: A systematic review. *Computers and Education 182*, 104468.

Rosen, L. D., L. M. Carrier, and N. A. Cheever, 2011. Rewired: Understanding the iGeneration and the way they learn. *Palgrave Macmillan*.

Sales, A., and J. F. Pane, 2018. The role of technology in improving K-12 student outcomes: A meta-analysis. *Educational Research Review 24*, 14-25.

Selwyn, N., 2011. *Education and technology: Key issues and debates*. Bloomsbury Publishing.

Sharma, R., and P. Khanal, 2018. The influence of technology on student engagement in Nepalese higher education. *Kathmandu University Journal of Education* 18(1), 65-79.

Smith, J., L. Williams, and T. Parker, 2022. The impact of classroom technology on student engagement and academic performance. *Journal of Educational Research* 36(2), 195-212.

Smith, R., L. Jones, and Z. Wang, 2020. Effective teacher training programs for technology integration: A meta-analysis. *Review of Educational Research 90*(4), 575-611.

Sun, Y., and W. Ma, 2019. Bring Your Own Device (BYOD) policies in education: Access, benefits, and challenges. *Computers in Human Behavior* 92, 254-266.

Thapa, D., 2021. Socioeconomic factors and technology engagement among students in Nepal. *Nepal Journal of Educational Studies* 22(3), 145-162.

Wang, M., and J. Degol, 2020. The role of teacher-student relationships in predicting students' academic engagement: A multilevel meta-analysis. *Educational Psychology Review 32*(1), 1-38.

Wang, Q., H. L. Woo, and J. Zhao, 2018. Investigating critical factors affecting students' behavioral intention to use mobile learning: A structural equation modeling approach. *Educational Technology and Society 21*(4), 154-169.

Warschauer, M., 2006. *Technology and social inclusion: Rethinking the digital divide*. MIT Press.

West, R. E., and J. Borup, 2020. Classroom technologies and collaborative learning environments: Managing distractions and enhancing engagement. *Educational Technology and Society* 23(1), 112-128.

Willard, N., 2007. Cyberbullying and its impact on student well-being: The role of digital tools in online violence. *Journal of Online Safety* 15(2), 98-120.

Wright, S., and K. Wilson, 2020. The role of digital tools in student engagement and performance: A systematic review. *Computers and Education 146*, 103770.

Xu, D., and S. S. Jaggars, 2020. The impact of online learning on students' course outcomes: Evidence from a large community and technical college system. *Economics of Education Review 78*, 101899.

Zhang, D., and L. Liu, 2019. Teachers' ICT skills and their impact on teaching and learning process: A structural equation modeling approach. *Computers and Education 138*, 146-158.