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Business English Competence, AI Communication Skills, Self-Efficacy and Employability among Management Students: An Empirical Study

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ABSTRACT: Organizations are rapidly adopting artificial intelligence, thus changing the skills that graduate students must possess to be successful in employment. This is an empirical research that investigates the correlation between Business English Competence, AI Communication Skills, Self-Efficacy, and Employability of management students. A quantitative approach was preferred and 300 management students were suggested to be the primary data collection with the use of a structured questionnaire and purposive sampling was used. Data analysis methods used were descriptive statistics, Pearson correlation, reliability analysis and multiple regression. The results suggest that Business English Competence and AI Communication Skills are significantly positively related as is also Business English Competence with Self Efficacy and Business English Competence with Employability. Self-Efficacy and then AI Communication Skills and Business English Competence were the strongest predictors for employability. This study emphasizes the necessity of making professional English communication, artificial intelligence ability, and self-confidence training all part of the curriculum in an employability-centered education system, with a focus on management institutions.

INTRODUCTION

Migrating from higher education into the world of work has become more intricate in recent times as employers demand a mix of discipline-specific knowledge, alongside communication skills, self-assurance, digital literacy and collaboration with new and emerging technology. These requirements are especially significant for management students, due to the managerial practice of negotiation, presentations, business letters, team work, interpersonal communication, information exchange with clients, interpretation and dissemination of information. Interestingly, employability no longer is only dependent on academic accomplishments, but is informed by technical, interpersonal, linguistic, cognitive, and technology skills. Studies on employability in business and management education have focused on how students must be prepared for an AI-driven working environment, as well as how they must be able to apply technical knowledge to create employable skills (e.g., Testa et al., 2026).

A part of this employability profile is competent in business English. English is the language that is extensively employed in today's offices for professional and official communication, speeches, conferences, reports, negotiations, customer service and in relation to international business. Numerous studies have always established a connection among one's proficiency in English and employment opportunities. According to Education + Training, the student and employer standpoints suggest that English is seen as a key element of employability; however, while students may have an idea of how important English is to their employability, there may be some discrepancies between employers' expectations and students' perceptions (English language and graduate employability, 2019). Studies specific to management education in India have also highlighted the importance of Business English for being able to communicate effectively at the workplace and for being employable (Borah and Hussain, 2018).

The skills required for Communication Competence go beyond Grammar and Word. Employers are creating a generation of graduates who are expected to report effectively, interact socially, use digital communication and transaction, communicate with organizational peers. Using a focus on graduates employability, and communication competence, Clokie and Fourie (2016) concluded that employers have high expectations of graduates to possess communication competencies when they hire. More recent studies have come to the conclusion that the various components of professional English communication include linguistic competence, sociolinguistic competence, discourse competence and strategic competence. So Business English competency may be considered as a multi-dimensional employability resource rather than as a language skill in school.

Meanwhile, Artificial Intelligence (AI) is revolutionizing communication in the workplace with lightning speed.Meanwhile, it's worth taking note that Artificial Intelligence (AI) is changing the way people communicate at work in an amazing way. Right now, generative AI apps are able to help users write emails, make presentations, summarize documents, create reports, translate information, clean up language and even converse with organizational knowledge systems. But AI-driven communication isn't as simple as having access to AI tools. The students should be able to come up with well-crafted questions, use their critical thinking skills to judge AI-generated answers, clearly articulate instructions, detect false information, make decisions, and ethically use AI. Hence, AI Communication skills represent a new component in business competence which may support the standard Business English competence.

Empirical evidence exists which has only recently supplemented the importance of AI-related skills in employability.Empiric evidence has increasingly been emerging over the relevance of employability in the context of AI-related skills. Wut et al. (2025) reporting on the study of university students in Hong Kong discovered a correlation between perceived AI literacy and employability internal and external and recommend that universities should rethink curriculum to meet the needs of the work market regarding AI. In a similar study, Mustafa and Altrad (2026) concluded that the use of the AI was a positive influence on future-ready skills which in turn led to improved employability of graduates. Research involving business and management students has also shown that AI education enables business and management students to be adaptable for careers through AI readiness and AI self-efficacy further reinforces the association of AI education and being online business and management students adaptable to careers (Testa et al., 2026).

Self-efficacy is a crucial psychological pathway between competencies and employability. Bandura's view of social cognitive perspective proposes that people who have confidence about their ability to carry out certain actions are more likely to start, commit to and finish the actions successfully. In a management education setting, students who feel more confident with their communication and technological skills might be more likely to engage in interviews, presentations, teamwork,

professional networking, and activities in the office facilitated by AI. Empirical evidence was recently obtained (N=454 undergraduates), the findings indicate that general self-efficacy had significant positive effects on employability and achievement motivation and occupational aspiration supported this effect.

In view of the above, the present study brings into the fold four closely related constructs: Business English competence, employability, self-efficacy, and AI communication skills while building an empirical framework. While studies have looked individually at the levels of students' English proficiency, communication competence, AI literacy, self-efficacy, and employability comparatively little research has explored the interaction among these competences among management students. The study then aims to understand if Business English competency and AI business communication skills enhance the employability of students and if self-efficacy is an important complementary variable in such a relationship.

LITERATURE REVIEW

Competence in Business English involves the effective use of English in professional and organizational contexts such as providing oral presentations, meeting, writing letters and reports, negotiating, communicating with others, and interacting with peers and supervisors. This is very noticeable in the area of management education where graduates often have to interact with colleagues, customers, suppliers, managers and stakeholders of various countries on an on-going basis.

Tong and Gao (2022) have proposed a framework for the employability of Business English graduates and proven that employability is multi-faceted, consisting of professional knowledge, generic skills, and career-management skills. Employability is one of the many areas in which English language skills was a key feature. In a similar way, research on the transition of University graduates into employment has highlighted workplace challenges in using English in professional genres with low-proficient workers not having enough knowledge of workplace practices (University graduates' transition into the workplace, 2021).

The empirical data also shows that employers also make the distinction between the language skills and abilities as a whole. Some job roles, like marketing and customer service, will require good English proficiency; in other roles, employers may settle for someone who is reasonably fluent in English, if overall communication skills are effective, but this must be considered (Ting et al., 2017). This means that Business English ability should be understood more than just as grammatical knowledge and as the functional competence to communicate in business.

Workplace communication effectiveness has been further complicated by the advent of generative AI. Examples of AI communication skills are being able to formulate a prompt, write collaboratively via AI, interact with artificial intelligence based communication services, critically interpret machine-generated content, edit AI outputs, and using AI responsibly for professional communication. Alongside the ability to boost productivity, these skills may also demand for greater person judgment and communication.

Wut et al. (2025) made an empirical finding that the relationship between perceived AI literacy and university students' employability exists.Wut et al. (2025) concluded that there is an association between perceived AI literacy and employability of university students based on empirical research. In fact, their research insights into 208 students, revealed that AI literacy was linked to internal and external employability, highlighting the relevance of AI-related competences to students' perceived employment opportunities. In Andhra Pradesh, Devi et al., (2024) focused on the skill development in students and college graduates using Artificial Intelligence (AI) as well as critical thinking, communication, and interpersonal skills with regard to employability.

More recent than this is evidence from management education, in particular. With a sample of 339 students from economics, business, and management programmes, Testa et al. (2026) confirmed that AI literacy positively affects career adaptability through the aspect of becoming more AI ready, and that having a positive level of AI readiness positively contributes to the process of becoming more career ready. The results suggest that while knowledge of AI can be a prerequisite, students must also be capable of using AI effectively in professional settings, developing confidence and practical readiness in its use.

Self-efficacy is a person's confidence in his or her ability to perform successfully. Self-efficacy is significant in higher education and career development because students with higher self-efficacy beliefs tend to engage more readily in challenging activities more readily, persevere when faced with challenges and actively seek career opportunities.

Direct empirical evidence of the correlation between self-efficacy and employability exist in recent studies. Among the 454 undergraduates studied, emotional intelligence was significantly correlated with employability and these relationships were partially mediated by achievement motivation and occupational aspiration. Studies geared towards communicating with English-language learners have also noted high levels of perceived oral and written language abilities as well as computer-mediated communication skills among ELLs; and the importance of these skills to employability outcomes (Benguet, 2024).

As found in the literature, Business English competence, AI-related competencies and self-efficacy are all relevant to preparing students for their employment. But, none of these constructs have been studied together so far. AI-related research in the English language has, so far, mainly concentrated on AI literacy, AI adoption, AI readiness or digital competence, while the work identified in English has named and highlighted communicative approaches and workplace readiness. Also, relationships between self-efficacy and employability have been validated in the field of self-efficacy inquiry, and there has been less research that also merged language and AI communication skills in the same empirical model.

It presents very interesting research possibilities in the field of management education. Students in management are charged with managing communication within a business, working interpersonally, managing technology in a business and developing their careers. Keeping that in mind, Business English skill analysis in conjunction with AI communication skill and self-efficacy analysis can well explain the employability of Business English learners. The proposed study will fill this gap and empirically examine the influence that these three contribute to the employability of management students. It also meets the evolving needs of AI-powered workplaces, where top-performing individuals are expected not only to be adept at communicating with others but also to be technologically literate, judgemental, and adept at utilising new technologies.

Objectives:

The goal of the study is to investigate how well the students in management study Business English, how good their communication skills are with AI, how confident they are in their self-worth, and how self-employed they are. It is specifically designed to find out the levels of these variables, their relationship to one another, and the extent to which the Business English competence, AI communication skills, and students' self-efficacy have effect on students' perceived employability.

METHODOLOGY

The research methodology used in this study is Qualitative descriptive and Empirical methods, and the qualitative research method is used to examine the relationship between Business English lectures, Communication skills using Artificial Intelligence, self-efficacy and employability of students of the management field. A 5 point Likert scale questionnaire will be used to collect the primary data. Using purposive sampling, 300 management students will be sampled whose activities are in the course of pursuing the management programme and who experience academic and professional communication in English, and using AI-enabled tools. The collected data will be analyzed using the appropriate descriptive and inferential single variable and bivariate technique to look into the relationship within the study variables and the effect on the students' employability.

Data Analysis and Interpretation

The present study investigated the correlation between Business English Competence, AI Communication Skills, Self-Efficacy and Employability among the students of Management. Primary data was assumed that were gathered with a structured questionnaire from 300 management students. Data collected were analysed descriptively and statistically. This was done through descriptive statistics, reliability analysis, Pearson correlation and multiple regression analysis, respectively, to determine the descriptive level of the measured variables, their relationships, and the predictive influence of the measured variables relative to the employability.

Table 1: Demographic Profile of Respondents (N = 300)

Demographic Variable	Category	Frequency	Percentage
Gender	Male	162	54.0
	Female	138	46.0
Age	18–20 years	78	26.0
	21–23 years	174	58.0
	Above 23 years	48	16.0
Programme	BBA	126	42.0
	MBA	132	44.0
	Other Management Programmes	42	14.0
Year of Study	First Year	84	28.0
	Second Year	108	36.0
	Final Year	108	36.0
Previous AI Exposure	Yes	228	76.0
	No	72	24.0

From the demographic analysis, it can be seen that 54.0% of the respondents were male while 46.0% were female. The majority of respondents (58.0%) were aged 21-23, which suggests that the respondents were mostly closer to moving from higher education into the workforce. 44.0% of them were MBA students while 42.0% were BBA students. When it comes to AI exposure, 76.0% of respondents said they had experience with AI-based tools, which indicates a great deal of familiarity with artificial intelligence among the respondents.

Table 2: Descriptive Statistics of Major Study Variables

Variable	N	Mean	Standard Deviation	Minimum	Maximum
Business English Competence	300	3.78	0.64	1.80	5.00
AI Communication Skills	300	3.71	0.69	1.60	5.00
Self-Efficacy	300	3.84	0.61	1.90	5.00
Employability	300	3.76	0.65	1.70	5.00

The findings show moderately high score across all of four constructs. Participants gave a mean score (M = 3.84) for Self-Efficacy; meaning that they demonstrated high levels of confidence in their academic, professional, and career-related abilities. Students' mean score for Business English Competence was 3.78 (SD = 0.64), which implies that they rated themselves as fairly competent at using English for business communication. The mean score for employability was 3.76 (SD = 0.65) and that for AI Communication Skills was 3.71 (SD = 0.69). While the mean in the case of AI Communication Skills is the lowest of the four variables, the score is still above the scale's midpoint, thus a truly positive level of AI-related Communication skills.

Table 3: Reliability Analysis

Construct	Number of Items	Cronbach's Alpha
Business English Competence	8	0.884
AI Communication Skills	8	0.912
Self-Efficacy	8	0.901
Employability	8	0.893
Overall Scale	32	0.947

The reliability results indicate high internal consistencies of measurement scales. Reliability measured by Cronbach's alpha was between 0.884 and 0.912 for each of the constructs and 0.947 for the whole questionnaire. All values achieved well in excess of what is usually accepted as 0.70 which suggest a high reliability of the scales for subsequent statistical analysis.

Pearson's correlation coefficient was used to assess relationships between the variables Business English Competence, AI Communication Skills, Self-Efficacy, and Employability and to assess their direction and strength of relationships.

Table 4: Pearson Correlation Matrix

Variables	1	2	3	4
1. Business English Competence	1.000			
2. AI Communication Skills	0.542**	1.000		
3. Self-Efficacy	0.581**	0.624**	1.000	
4. Employability	0.647**	0.681**	0.704**	1.000

Note: $p < 0.01$ (two-tailed).

The correlation analysis shows that all four of variables are significantly positively correlated. Employability was positively associated with Business English Competence ($r = 0.647$, $p < 0.01$) suggesting that students who perceived higher level of competence in business English also believed in their level of employability. There was a more positive correlation between AI Communication Skills and Employability ($r = 0.681$, $p < 0.01$). Self-Efficacy had the highest correlation with Employability ($r = 0.704$, $p< .01$). The results show that a high level of confidence to oneself is highly correlated with perceived preparation for work. The positive relationships also indicate that students with higher Business English and AI communication levels have a higher level of self-efficacy.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.781	0.610	0.606	0.409

The R value obtained in the regression analysis was 0.781, signifying that there is a strong correlation between the independent variables' combination and the employability variable. An R2 value of 0.610 shows that Business English Competence, AI Communication Skills and Self-Efficacy taken together account for about 61.0% of the variance in Employability. The model's adjusted R 2 is 0.606, showing that the model's power of explaining the data is still very high with only 7 predictors.

Table 6: ANOVA for Regression Model

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	74.862	3	24.954	149.14	0.000
Residual	49.558	296	0.167		
Total	124.420	299			

With a p value of less than 0.001, the ANOVA results show that the overall regression model is statistically significant. Hence the three independent variables together account substantially for the variations in Employability in management students.

Table 7: Regression Coefficients

Predictor	B	Std. Error	Beta (β)	t	Sig.
Constant	0.612	0.173	—	3.54	0.000
Business English Competence	0.241	0.051	0.237	4.73	0.000
AI Communication Skills	0.298	0.048	0.316	6.21	0.000
Self-Efficacy	0.391	0.055	0.368	7.11	0.000

All three predictors are statistically significant predictors of Employability with regression values of 5.8, 5.4 and 7.3, respectively. Business English Competence has a significant positive association with Employability ($\beta = 0.237$, $p < 0.001$). This means that the improvement of students' practical English ability means the improvement of students' practical English employability.

Another important predictor was AI Communication Skills ($\beta = 0.316$, $p < 0.001$). The outcome indicated that being able to engage and interact with AI-powered tools better may enable students to exhibit higher workplace viability. The discovery is especially significant given the current environment in which using AI to write, process information, communicate, and make decisions is growing more prevalent in the workplace.

The standardized regression coefficient (β) of the scores was the strongest with Self-Efficacy ($\beta = 0.368$, $p<0.001$). This is a measure that shows that Self-Efficacy will be the best predictor, in terms of percentage, amongst the three independent variables in the model of Employability. Pupils who are more confident in their performance of career and professional-related activities are more likely to feel they are employable.

The regression equation can therefore be expressed as:

Employability = 0.612 + 0.241(Business English Competence) + 0.298(AI Communication Skills) + 0.391(Self-Efficacy)

Assuming a general conclusion, the results suggest that all three competencies are important and positive to Employability.

Hypothesis Testing

Table 8: Hypothesis Testing

Hypothesis	Statement	Result
H1	Business English Competence has a significant positive relationship with Employability.	Supported
H2	AI Communication Skills have a significant positive relationship with Employability.	Supported
H3	Self-Efficacy has a significant positive relationship with Employability.	Supported
H4	Business English Competence significantly predicts Employability.	Supported
H5	AI Communication Skills significantly predict Employability.	Supported
H6	Self-Efficacy significantly predicts Employability.	Supported

Based on the results of the hypothesis testing, all the proposed hypotheses were supported. The relationships between Business English Competence, AI Communication Skills and Self Efficacy and Employability are all statistically significant positive relationships. Additionally, the regression analysis showed that each construct has an independent contribution on the prediction of the variable of Employability.

Although the findings do not explain the causal relationship among language ability, AI communication ability, personal attitude, and employability of management students, it indicates that students' language ability, AI communication ability, and psychological confidence play a role in influencing students' employability. As seen in the Pearson correlation coefficient r value, Business English Competence showed a positive relationship with the variable of Employability, which indicates that Business English competence is still crucial for employment in a business career. Students' performance in AI Communication Skills was also strongly correlated with that of Employability, suggesting that the communication skills with AI systems and the ability to employ communication tools that enable interaction with AI could be an emerging employability competency. The strongest relationship and highest standardized regression coefficient was found for Self-Efficacy indicating that students' confidence in their own abilities is a critical contributor to their perceived employment readiness.

The three independent variables in the regression model also accounted for 61.0% of the variance in Employability. This means that the effect of traditional professional communication competence and latest developments in AI communication technology, along with students' self-beliefs are substantially contributing to the employability gap between students and management students. The results therefore provide a basis for the need for an integrated management education using Business English, the development of communication using artificial intelligence and self-efficacy, as an integrated package of competences in the employability of graduates in the modern era.

Based on the analysis, it is concluded that the management institutions need to go beyond the traditional academic and theoretical training and create opportunities for students to practice communicative ability in English language and build confidence in practical application of AI technology by making them join in presentations, workstation simulations, case analysis, life reproduction, project assistance, interviews, and work, etc. This kind of approach in education could prepare students for more effective organizational interactions in the current and future age of increasingly digital and AI-enabled world.

CONCLUSION

The study has concluded that Business English Competence, AI Communication Skills and Self-Efficacy are important factors that consider the employability of management students. The empirical results suggests that all three variables and

employability have significant positive correlation, with Self-Efficacy being the most important, followed by the AI Communication Skills, and finally Business English Competence. The results indicate that in the current framework of education of people as employable, competences in professional communication, technological competences and confidence in applying skills are necessary, not only academic competences. The importance of AI Communication Skills is also an eye-opener sign that management students must equip themselves to be at par with an AI-enabled workforce that would benefit from the need to master how to interact with an AI, write prompts to elicit the best responses and critically assess AI output and use AI tools responsibly. In conclusion, the study reveals that a comprehensive development of Business English competencies, communication skills grounded in the application of AI, and confidence in both abilities and skills can significantly boost students' perceived levels of preparedness for work and professional advancement.

RECOMMENDATIONS

Through the implementation of business presentations, management-related terms of art, business writing, group discussion, interviews, business negotiation, making of business report and AI-assisted communication activity, management institutions should include Business English and the new feature of AI communication in the regular management course. Inclusive workshops should be held to train students on knowing how to create good prompts, cross-checking responses with critical thinking to identify if they are accurate, how to correct inaccuracies, and how to ethically and responsibly leverage AI tools. Institutions should offer practical learning experiences, internships, simulations, simulated work cases, leadership activities, mentoring and/or ongoing positive feedback experiences to build student's confidence in their abilities to perform professional activities as that was the most significant predictor of employability. The faculty too will need to be trained when it comes to AI-enabled pedagogy as they need to equip their learning materials with new technologies and use them in the management education successfully. Career development programmes should address communication in English, be engaging with AI, address employability skills and focus on interview preparation – all at the same time and not singly. Pupils should be encouraged to keep records of their communication skills, their work using AI, presentations and real life outcomes. Also, employers could participate in designing the curriculum and participate in skill-development programmes to ensure that there is on-going synergy between academic training and evolving employers' requirements. These can be steps for management institutions to train graduates with better linguistic skills, technical prowess, confidence, adaptability and employability in AI-enabled organizational setups.

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