

Management Students' Perception of AI-Powered Learning Platforms as A Learning & Development Tool to Enhance Employability Skills

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Abstract

This study examines management students' views on AI-powered learning platforms as an effective learning and development approach for improving employability skills. A quantitative research methodology was adopted and primary data were gathered from 145 management students through a structured questionnaire. Correlation and regression techniques were used to analyze students' awareness, usage behaviour, perceived effectiveness of AI-based platforms and their impact on critical thinking, job confidence and employment readiness. The results reveal a significant positive association between students' awareness of AI platforms and their frequency of use. Features such as personalized learning, clear understanding of concepts and timely feedback were found to play a significant role in strengthening critical thinking abilities. Furthermore, favourable perceptions of AI-powered learning platforms were closely linked to increased job confidence and better preparedness for the workplace.

Keywords: Artificial Intelligence (AI), Learning & Development, Employability Skills, Management Education

1. Introduction

Nowadays, these fast advancement in technologies in every field has changed the working style of people. From working professionals to students all are using emerging technologies such as AI-powered platforms to complete their day-to-day activities. Specifically, students of higher education are using AI-Powered Platforms to enhance their learning style. These technologies help students to develop their most important employability skills like thinking ability, problem solving approach, adaptability and communication. For bridging the gap between academic knowledge and industry expectations, continuous learning tools are recent requirements of management students as they are the future business leaders. Students are reshaping their learning content through AI-Platforms like adaptive learning systems, predictive analysis, real time performance tracking tools and virtual tutors. In spite of the growing adoption of these AI platforms in education very limited research has focused on how management students perceive these AI tools to enhance their employability skills. This research will investigate the perception of management students about AI-Powered learning platforms and evaluate their role as an effective learning and development

tool. This study will help the educational institutions and curriculum designers to understand that how to prepare students for future workplace by integrating effective AI technologies in management education.

2. LITERATURE REVIEW

In last few years, Artificial Intelligence (AI) has started playing a major role in higher education and skill enhancement. Many researchers have explored how AI powered tools can help students' learning, enhance employability skills and make learning more engaging and adaptable.

Nwokocha et al. (2025) discussed how an inclusive and ethical learning environment can be created through AI that focuses on employability. They highlighted that students of higher education and institutions must be prepared for a future where human skills and technology go hand in hand. Similarly, Aditya et al. (2024) studied the role of AI in teaching employability across different countries and discover that AI-based learning enhances students' confidence, adaptability and readiness for the workplace.

Sajja et al. (2024) examine AI enabled intelligence assistance that provide personalized and adaptive learning. Their findings shows that AI helps students learn according to their pace and needs, improving both academic performance and job-related skills. Nadir (2024) focused on students' awareness of AI and found that many students are aware of AI tools, few understand their full potential for higher learning and career development.

Mishra et al. (2024) explored how AI powered learning systems can improve English proficiency and communication skills, which are essential for employability. The study showed that AI tools make language learning more interactive and effective. Ejjami (2024) discussed how AI is changing vocational education by offering innovation and flexibility but also raised concerns about the need for teacher training and ethical use of AI.

Patel (2024) given empirical evidence that AI-driven educational interventions significantly improve academic performance by identifying students' weakness and giving personalized feedback. Similarly, Ellikkal and Rajamohan (2025) found that AI-enabled personalized learning health management students become more engaged, motivated and better performers.

Onesi-Ozigagun et al. (2024) gave a detailed review of how AI is revolutionizing education by offering smarter data driven tech teaching and learning experiences. They highlighted that AI should be used responsibly to ensure it supports creativity and critical thinking. Dutta et al. (2024) also focus on AI driven adaptive learning platforms and explain how they help students adjust to changing learning environments while developing problem solving skills.

Ferreira-Meyers (2025) highlighted that AI in teaching and learning can enhance key employability skills such as critical thinking, emotional intelligence and adaptability qualities that employers highly value.

Celik et al. (2024) conducted a systematic review and concluded that AI-based tools support 21st century skills like collaboration, creativity and self-regulated learning.

Segbenya et al. (2023) studied postgraduate students in Ghana and found that AI usage in higher education positively affects employability skills. However, they also noted that institutional support and teacher readiness are crucial for success. Chan and Hu (2023) explored students' perceptions of generating AI tools like Chat GPT. Most students saw AI as helpful for writing, brainstorming and research but were also worried about accuracy, ethics and overdependence.

Finally, Mittal, Kaur and Jain (2022) discussed how online learning and learning analytics improve employability. They found that AI-supported tools help students gain useful knowledge and practical skills that employers look in the candidate.

RESEARCH GAP

As many studies show that AI powered learning platforms enhanced learning and employability skills, most studies emphasise on general higher education or other disciplines. There is limited research specifically on management students and how they perceive and use these platforms. Also, few studies discussed how students' perception of AI tools directly impact their employability skills, especially considering factors like accessibility, ethical use and local educational context. These gap highlights the need to explore management student's view on AI platform as tools for learning and career readiness.

3. OBJECTIVES

1. To assess management students' awareness and usage of AI-powered learning platforms.
2. To examine students' perception of effectiveness and identify employability skills developed.
3. To analyze the relationship between students' perception of AI tools and their job readiness.

4. HYPOTHESIS

- H01: There is no significant relationship between management students' awareness of AI platforms and their frequency of regular usage.
- H02: The perceived effectiveness of AI platforms (personalization, engagement, and conceptual clarity) does not significantly impact the development of critical thinking and employability skills.
- H03: Students' overall perception of AI-powered learning platforms does not significantly correlate with their perceived job readiness and employment confidence.

5. RESEARCH METHODOLOGY

The study adopted a quantitative research design to examine management students' perception of AI-powered learning platforms as a learning and development tool for enhancing employability skills. Primary data were collected from 145 management students enrolled in BBA and MBA programmes using a structured questionnaire. The questionnaire captured information on students' demographic profiles, awareness and usage of AI-powered learning platforms, perceived effectiveness of AI features such as personalization, engagement, conceptual clarity, and feedback, as well as perceived employability outcomes including critical thinking, job confidence, and job readiness. Responses were measured using a five-point Likert scale, allowing for a systematic assessment of students' perceptions.

The collected data were analysed using appropriate descriptive and inferential statistical techniques. Descriptive statistics were used to summarize the demographic characteristics of the respondents, while Spearman's rank correlation was employed to examine the relationship between awareness and usage of AI-powered learning platforms. Multiple linear regression analysis was applied to assess the impact of the perceived effectiveness of AI-powered learning platforms on critical thinking skills, and Pearson correlation analysis was used to study the relationship between overall perception, job confidence, and job

readiness. The level of significance was set at $p < 0.05$, and ethical considerations such as voluntary participation and respondent confidentiality were strictly maintained.

6. INTERPRETATION & DISCUSSION:

The data collected from management students were analysed using appropriate statistical tools to examine the Management Students’ Perception of AI-Powered Learning Platforms as a Learning & Development.

Table 1: Demographic Profile of the Respondents

| Demographic Factors | | No. of Respondents | Percentage (%) |
|---------------------|--------------|--------------------|----------------|
| Gender | Male | 56 | 38.62% |
| | Female | 89 | 61.37% |
| | Total | 145 | 100% |
| Age | Below 20 | 25 | 17.24 |
| | 20-22 | 97 | 66.89 |
| | 23-25 | 21 | 14.48 |
| | Above 25 | 2 | 1.37 |
| | Total | 145 | 100% |
| Program of Study | BBA | 23 | 15.86 |
| | MBA | 122 | 84.13 |
| | Total | 145 | 100% |

The demographic profile of the respondents indicates that a total of 145 management students participated in the study. Female respondents formed the majority, accounting for 61.37 %, while male respondents constituted 38.62% of the sample. In terms of age, most of the students were in the 20–22 years age group 66.89 %, indicating that the respondents largely belonged to the typical age range of undergraduate and postgraduate management students. This was followed by students below 20 years of age 17.24 % and those aged 23–25 years 14.48%, while only a very small proportion of respondents were above 25 years 1.37% With respect to the program of study, a significant majority of respondents were MBA students 84.13% whereas BBA students constituted 15.86% of the sample. Overall, the demographic distribution reflects a young and academically active group of management students, providing a suitable base for examining perceptions of AI-powered learning platforms.

Table 2: Spearman’s Rank Correlation between Awareness and Usage

| Variables | Awareness | Usage |
|-----------------|-----------|-------|
| Awareness | 1.000 | 0.360 |
| Usage | 0.360 | 1.000 |
| Sig. (2-tailed) | — | 0.000 |
| N | 145 | 145 |

Above table shows the relationship between management students’ awareness of AI-powered learning platforms and how frequently they use these platforms. The Spearman’s rank correlation results indicate

a moderate and statistically significant positive relationship between awareness and usage ($\rho = 0.36, p < 0.001$).

This result suggests that students who are more aware of AI-based learning tools tend to use them more regularly. In other words, awareness appears to play an important role in encouraging students to adopt and engage with AI-enabled learning platforms. These findings support the idea that awareness is a key factor influencing technology adoption in educational settings. Therefore, the null hypothesis (H01) is rejected, confirming that awareness significantly influences the usage of AI-powered learning platforms among management students.

Table 3: Multiple Linear Regression

| Model | R | R ² | Adjusted R ² | Std. Error |
|----------|------|----------------|-------------------------|------------|
| 1 | 0.60 | 0.36 | 0.34 | 0.65 |

Table 4: ANOVA Results

| Source | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|-------|------|
| Regression | 45.210 | 4 | 11.303 | 26.89 | .000 |
| Residual | 79.790 | 140 | 0.570 | | |
| Total | 125.000 | 144 | | | |

Table 5: Regression Coefficients

| Predictor (IV) | B | Std. Error | Beta | t | Sig. |
|-----------------|-------|------------|------|------|------|
| Constant | 0.938 | 0.20 | — | 4.69 | .000 |
| Personalization | 0.155 | 0.06 | 0.20 | 2.58 | .011 |
| Engagement | 0.085 | 0.06 | 0.11 | 1.42 | .158 |
| Concepts | 0.168 | 0.06 | 0.22 | 2.88 | .005 |
| Feedback | 0.330 | 0.07 | 0.35 | 4.52 | .000 |

Tables 3, 4 and 5 present the results of the multiple linear regression analysis conducted to examine whether students' perceptions of the effectiveness of AI-powered learning platforms influence their critical thinking skills.

The model summary (Table 3) indicates that the regression model explains 36% of the variance in critical thinking skills ($R^2 = 0.36$), showing that the selected AI-related factors have substantial explanatory power. The ANOVA results (Table 4) further confirm that the overall model is statistically significant ($F = 26.89, p < 0.001$), suggesting that the predictors collectively have a meaningful impact on the development of critical thinking skills.

The regression coefficients (Table 5) reveal that AI-based feedback is the most influential predictor of critical thinking ($\beta = 0.35, p < 0.001$). This is followed by conceptual clarity ($\beta = 0.22, p < 0.01$) and personalization of learning ($\beta = 0.20, p < 0.05$). Although engagement shows a positive relationship with critical thinking, it is not statistically significant, indicating that engagement alone may not be sufficient unless it is supported by effective feedback and clear conceptual understanding.

Overall, these findings highlight the importance of AI features that offer personalized learning experiences, meaningful feedback, and support in understanding complex concepts. As a result, the null

hypothesis (H02) is rejected, confirming that the perceived effectiveness of AI-powered learning platforms significantly contributes to the development of higher-order cognitive skills among management students.

Table 6: Pearson Correlation – Perception, Job Confidence, and Readiness

| Variables | Perception Mean | Job Confidence | Job Readiness |
|-----------------|-----------------|----------------|---------------|
| Perception Mean | 1 | 0.434 | 0.498 |
| Job Confidence | 0.434 | 1 | 0.650 |
| Job Readiness | 0.498 | 0.650 | 1 |
| Sig. (2-tailed) | — | .000 | .000 |
| N | 145 | 145 | 145 |

Above table presents the Pearson correlation analysis examining the relationship between students’ overall perception of AI-powered learning platforms, their job confidence, and their perceived readiness for employment.

The results show a moderate positive relationship between overall perception and job confidence ($r = 0.43$, $p < 0.001$), as well as a moderate-to-strong positive relationship between overall perception and perceived job readiness ($r = 0.50$, $p < 0.001$). These findings indicate that students who view AI-based learning platforms more positively tend to feel more confident about their abilities and better prepared for future employment.

The rejection of the null hypothesis (H03) confirms that AI-powered learning platforms play a significant role in enhancing students’ employability perceptions and professional confidence. This suggests that exposure to AI-enabled learning environments may help bridge the gap between academic learning and workplace readiness.

7. CONCLUSION

The findings of this study clearly show that AI-powered learning platforms are viewed positively by management students and play an important role in enhancing their learning and employability skills. The analysis reveals that students who are more aware of AI-based learning tools tend to use them more frequently, confirming that awareness encourages adoption and regular usage. Hence, the first null hypothesis is rejected.

Further, the study highlights that key features of AI-powered platforms such as personalized learning, clear explanation of concepts, and timely feedback significantly contribute to the development of higher-order skills, especially critical thinking. Among these, feedback emerged as the most influential factor. This confirms that AI-powered learning platforms are effective in supporting employability skill development, leading to the rejection of the second null hypothesis.

Finally, the results indicate a strong link between students’ positive perception of AI-powered learning platforms and their job confidence and readiness. Students who perceive these platforms favourably feel better prepared for employment and more confident in their professional abilities. Therefore, the third null hypothesis is also rejected.

Overall, the study concludes that AI-powered learning platforms serve as an effective Learning and Development tool, helping management Students Bridge the gap between academic learning and workplace readiness.

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