

AI-ASSISTED LEARNING VS TRADITIONAL METHODS: A COMPARATIVE STUDY OF STUDENT PERFORMANCE IN BUSINESS COMMUNICATION COURSE

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Abstract

A significant scholarly interest is currently visible in the literature on the use of artificial intelligence tools such as ChatGPT in management education and its effect on the learning and performance of students at higher education institutes. This study explores the impact of ChatGPT on the productivity and quality of outcome of assignments written by the students in a business communication course, while assessing ethical considerations and the risk of high dependence on such tools. Using the qualitative experimental approach, we created two groups: an experimental group, which uses ChatGPT, and a control group, which uses the conventional approach, with a total of 60 participants. After the assignment from both groups was submitted, focus group discussions were conducted to explore deeper insights into the experiences of the participants. The findings reveal that ChatGPT boosted the confidence of the participants while composing their business communication assignment. It also provided a better structure and quality of the output as compared to the student's own perceived competence. However, there were significant apprehensions about the legitimacy of such content, the honesty of the scholars using such tools, and the possibility of high dependency on artificial intelligence. This research contributes to emerging work on this theme by highlighting the complex role of ChatGPT and other such tools in teaching and learning business communication. It also presents opportunities for enhancing competencies while raising questions about appropriate utilization. This study also highlights the need for oversight by educators while leveraging artificial intelligence and proposes areas for research by future scholars.

Keywords: Business Communication, ChatGPT, Artificial Intelligence, Qualitative Methodology, Experimental Study, Ethics.

INTRODUCTION

The use of artificial intelligence (AI) by students at higher education institutes (HEI) for composing and writing text-based assignments for their course curriculum has evoked discussions regarding the utilization of these tools and the related ethical ramifications in recent years. With technologies such as ChatGPT becoming easily accessible, the imparting of education is impacted.

ChatGPT uses natural language processing (NLP), machine learning, and generative pretrained transformer technologies to produce text-based responses that seem as if a human has written it. This is used to respond to queries, create answers to questions, and perform various writing tasks in response to the prompts given by the user. These automated, computergenerated responses have made it a focus of debates, especially within disciplines where linguistic and communication excellence is considered paramount (Chaturvedi et al., 2024; Baidoo-Anu & Ansah, 2023). ChatGPT proffers novel opportunities, especially for education in management HEIs, to rethink approaches to the design and delivery of the business communication course, making its examination both relevant and essential.

Business communication is a key element within management curricula, equipping learners to articulate concepts with clarity, conviction, and integrity across workplace environments (Conrad and Newberry, 2012). Such coursework seeks to develop communication capabilities

in an organizational context, encompassing formal document composition, presentation delivery, persuasive messaging, and management of cross-cultural and emergency communications. Nevertheless, conventional pedagogical approaches to business communication face significant disruption from generative AI technologies such as ChatGPT, as these can produce high-quality content within moments. This evolution in technology has caused crucial educational inquiries: Is the use of ChatGPT beneficial for developing the communication ability of students, or does it hamper their skill development? How can educators ensure the responsible use of AI in their curriculum? Is it possible to retain accountability for the student's expression of effective communication?

To address such questions, it becomes essential to explore ChatGPT's benefits and limitations. The use of AI in HEIs underscores the significance of research in this subject (Kasneci et al., 2023). The ability to leverage AI while simultaneously retaining the human touch has become paramount and is of critical importance (Dwivedi et al., 2023; (Korzynski et al., 2024). Therefore, a pressing need exists to revisit academic courses and update the curriculum to incorporate the mindful use of AI in education.

This paper uses two theories, the Technology Acceptance Model (TAM) as well as the Constructivist Learning Theory (CLT), to examine the theme. The TAM posits that adoption of technologies by users is dependent on the perceived utility and ease of implementation of the technology (Davis, 1989). The CLT postulates that direct experience and social interaction are the foundations of building knowledge (Vygotsky, 1978; Piaget, 1954). Viewing through these lenses, ChatGPT is not just a repository of information. It is a tool for engaging students and aiding their output. TAM explains the behaviour why students adopt ChatGPT, and CLT rationalizes the use of AI tools in education.

This study assesses the impact of ChatGPT in the business communication course at a B-school. A controlled experimental study over three weeks was conducted, which included 60 graduate-level management students who were learning the business communication module at an Indian HEI. The participants were allocated in a random manner to two groups of 30 members each: a control group, to which instructions were given to use conventional methods to write their assignment, and an experimental group, which was allowed to use ChatGPT for writing their assignment. After the completion of the assignment by both groups, the assignment was evaluated. Thereafter, seven focus group discussions were conducted to capture perspectives related to using ChatGPT.

The results of the writing assignment showed that the participants who employed ChatGPT exhibited superior output reflecting linguistic precision, structural coherence, and appropriate professional tonality, which was at a higher quality level as compared to the control group. However, in the sections of the assignment that required analytical reasoning or moral reflection, the output was not significantly different than the control group. Qualitative examination of focus group data showed that using ChatGPT helped relieve apprehension related to composition and enhanced students' efficiency. The majority of the respondents admitted to using the AI-generated content with little or no modification. The moral implications surfaced in the focused group discussion, as a key consideration, with the participants voicing uncertainty about the acceptability of using ChatGPT and potential impairment of analytical thinking capabilities.

This study offers significant contributions to existing literature. First, it provides empirical evidence regarding ChatGPT's impact on the output of students in an HEI context. Second, it synthesizes AI adoption with established theories to present evidence of student engagement



with ChatGPT, as well as exploring basic drivers to adopt AI and their behavioural responses to its usage. As AI's stature in tertiary education becomes increasingly popular, business education needs to evolve and integrate the mindful use of AI by the students. This research addresses an emerging scholarly need to analyse how AI is transforming the teaching and learning of business communication skills. Through the integration of theoretical perspectives with experimental methodology, this study presents a current, research-grounded, empirical examination of advantages as well as concerns related to the use of AI in business management education in HEIs.

LITERATURE REVIEW

The increasing adoption of AI in education, with ChatGPT being a popular example, has brought differing perspectives in this sector. Due to its ease of use and fast response, ChatGPT has gained attention. Across the world, HEIs are striving to limit or at the very least, encourage the ethical use of such technologies to aid education while working towards avoiding enslavement to such tools. The responses from academia range from scepticism and caution, to awe and excitement among scholars and educators. A few studies show that though ChatGPT has promising applications, over-reliance on such tools may impede the growth of individual mental faculties. The platform can help in developing various learning approaches, provide tailored learning, and minimize the requirement of linguistic proficiency (Albadarin et al., 2024). ChatGPT can enhance individual learning, especially when integrated with curriculum requirements. It performs a dual role of a learning companion as well as a virtual instructor to enhance engagement with self-directed education (Amarathunga, 2024). While ChatGPT has distinct advantages in enhancing learning outcomes, it also raises certain challenges. Cheating behaviour, compromise on academic integrity, and over-dependence on this tool leading to diminished intellectual capacity, are some of the prominent issues which academia needs to deal with (Munawar and Misirlis, 2024). Despite recognizing the advantages that ChatGPT offers in productivity enhancement and assistance in writing, participants voiced concerns about the potential negative impact on analytical reasoning and creative thought (Blanco et al., 2024). In a cross-cultural study of people in the age range of 13 to 25 years across France and Italy, it was found that the majority of participants use ChatGPT to do their educational assignments as well as for their personal purposes (Sublime and Renna, 2024). This highlights the risk that automated responses may substitute for genuine, independent learning efforts of students.

Existing research show that the outlook, mindset, and preparation of the educator play a large role in the successful adoption of AI tools by the students. Majority of the educators are anxious about the lack of their training on AI, insufficient support from the institution, and absence of ethical guidelines regarding the use of AI (Arguello et al., 2024). Faculty development needs to include technological inputs, especially related to the use of AI, awareness about the various AI tools and their applications, and transforming the curriculum to incorporate AI (AlAli and Wardat, 2024). Researchers have even advocated for changes in the philosophy of education to incorporate understanding of and fluency in AI. AI fluency is a term that is defined as the ability to understand, evaluate, and apply AI ethically and contextually (Aydin, 2023). Educators need to facilitate conversations with students to reflect on the function that AI performs in the construction of knowledge, self-paced learning, and independent inquiry (Baidoo-Anu and Ansah, 2023).



ChatGPT in Management Education

Management education is distinct through its focus on strategic reasoning, moral decisionmaking, and practical application. Therefore, the incorporation of AI in its curriculum poses challenges. In qualitative research conducted by Bhaskar and Gupta (2024), it was found that educators viewed ChatGPT as a resource to enhance lesson plans and enable scenario-based teaching. The AI technology's ability to generate questions, provide structured responses, and propose models, enabled teachers to respond dynamically to varied queries of students. Yet, they are apprehensive of submissions by students that comprise copied responses from ChatGPT instead of their independent thinking.

Leelavathi and Surendhranatha (2024) highlight the potential of ChatGPT in enhancing student participation in case study methodology, which is a popular approach in HEIs imparting business education. This technology helps summarize a case study, pose the appropriate questions as well as generate their answers. It assists in condensing explanations of concepts and customizes the responses to queries (Asad and Ajaz, 2024). However, it is recommended that the educators provide proper guidance, and ensure that AI is appropriately leveraged to support the course objectives. Management education programs in HEIs focus on developing ethics, leadership, and communication skills in students. These are areas that require subtlety, compassion, and contextual awareness. Gamage (2023) cautions that even though ChatGPT may be able to generate responses that are seemingly professional, it cannot reproduce the emotional understanding essential for developing effective leadership. Therefore, educators should ideally nudge students to assess and interpret the AI-generated content with a critical eye instead of accepting it unquestionably.

Teaching approaches need to be re-imagined if ChatGPT is to be incorporated in the business education curriculum. Intellectual challenge needs to be preserved along with human-centred reasoning, for AI to be successfully and ethically integrated into the course design (Sallam, 2023). This may entail learner engagement in activities supported by AI, while maintaining accountability for integrating and evaluating information.

ChatGPT in Business Communication Course

Business communication education in HEIs requires the development of articulation, cultural appropriateness, contextual clarity, and strategic influence. These are skills that AI may help enhance but will not be able to completely substitute. In a study conducted on professionals, it was found that those who perceived AI as avant-garde technology displayed a greater keenness in leveraging it capabilities to frame communication, draft correspondence, create reports, generate solutions to problems, or resolve issues by enumerating possible scenarios such as in business negotiations (Mathur et al., 2025). It is recommended through this study that appropriate tonality and expression may be undermined by the mindless use of AI.

In academia, ChatGPT is often used to generate responses to queries, create templates and frameworks, provide formal documentation, propose compelling messages, or provide alternate solutions or scenarios. However, over-reliance on matter generated by ChatGPT may inhibit the development of a distinct personal communication style (Alafnan et al., 2024). Learners need to develop the ability to evaluate and examine AI-generated content (Yusuf et al., 2024). Strategic communications, which require a human touch, if generated by AI, need to be re-examined. Such communications include correspondence related to workforce reductions, mediating disputes, stakeholder communications, and other such sensitive communication. Learners also need to be understand how communication styles, courtesies, and interactions vary across cultures. This is of high importance as the interdependence of



businesses across the globe increases perpetually due to enhanced use of technologies and their continual advancement.

Research Gap

This research explores the advantages and disadvantages of using ChatGPT for an educational assignment by students of the business communication course of a management institute. It also brings out the concerns of the participants related to the morality of using AI to do the assignment instead of applying their minds to complete the assignment. Although current literature has investigated ChatGPT's role across various domains, specialized research focusing on its implementation in the curriculum of management HEIs is scarce, with no previous investigation dedicated exclusively to business communication training. This study strives to address this research gap by examining ChatGPT's impact on the outcome of students on an assignment given to them as a part of the business communication course in a management HEI. In addition, it brings to light the moral concerns within the business communication context. A hands-on methodology is employed that facilitates the direct interaction of technology in a structured academic setting. This research delivers comprehensive, actionable insights related to the use of ChatGPT in HEIs, revealing important findings. The findings encompass the impact of ChatGPT on enhancing composing skills and the quality of output, albeit with mindful application. The moral concerns include academic integrity, originality, and excessive dependence on AI-generated content.

Theoretical Background

This research draws upon two complementary theoretical perspectives: Technology Acceptance Model (TAM) and Constructivist Learning Theory. Technology Acceptance Model suggests that the adoption of new technologies by users depends on two basic factors: 1) the perceived usefulness of technology in the user's application of the same, and 2) the perceived ease of use of such technology by the user (Davis, 1989). When applied to ChatGPT in an educational context, this theory provides insights into the rationale that students and educators employ to engage with or avoid the tool based on whether they view it as beneficial for improving efficiency and reducing complexity in writing assignments. Those students who appreciate the value that ChatGPT brings to their efforts and who find it accessible are more prone to integrate it into their academic work. The interactive engagement and perceived advantages do not automatically lead to meaningful learning or analytical thinking.

Constructivist Learning Theory (CLT), developed by Piaget (1954) and Vygotsky (1978), proposes that active engagement and social interactions enable learners to build a better understanding as compared to receiving information passively. ChatGPT, in addition to being a source of information, also helps generate ideas and solutions in an interactive manner. This AI tool can be leveraged to refine communication, compose messages, and produce professional textual content. Thoughtful use of this tool can help students use it as a collaborative partner. However, in the absence of supportive guidance and reflective practice, the students may accept such content passively, without evaluating it properly. This can result in a superficial and cursory understanding of the produced content and an over-reliance on this technology.

When implemented mindfully, this AI tool can perform as a collaborative partner in composing messages, refining communicative style, and demonstrating high quality writing. However, in the absence of instructional support and reflective practices, the students may passively accept AI-generated content without adequate evaluation. This may result in superficial understanding and over-reliance on this technology. Integrating TAM, which explains the adoption of



technology and constructivism, which focuses on the rationale for a better understanding of the learner, creates a robust analytical framework for exploring ChatGPT's impact on business communication education in an HEI.

METHODOLOGY, DATA COLLECTION, DATA ANALYSIS

Experimental Design

A qualitative methodology is applied in this study using the experimental approach to examine how ChatGPT impact on the output of students in the business communication course in a management institute. Instead of relying on quantitative metrics, which are commonly used in conventional experimental literature, this investigation uses qualitative methods to analyse data from the interaction of students with ChatGPT and to assess the potential for integrating the tool in educational pedagogy. This study also underscores the moral concerns of students related to the utilization of ChatGPT in their assignments.

Sample

This study included 60 students who were pursuing a business communication course at a management Institute. The selection of participants was based on their registration for the business communication course, with specific consent procedures followed for research participation. To avoid bias in selection, the participants were distributed randomly between an experimental group and a control group, with 30 students in each group. Students in the experimental condition received access to ChatGPT to complete their business communication assignment in which the participants were required to compose an email using persuasive tonality for a business communication. Students in the control condition (30 participants) completed identical tasks using conventional instructional methods without AI assistance.

Description	n	n%
Gender		
Male	38	63
Female	22	37
Work Exp. (in years)		
0	5	8
Less than 1	26	43
1~2	18	30
2~3	10	17
More than 3	1	2
Previous Exp. With AI		
Ideation	4	7
Drafting	35	58
Editing	15	25
Analysis	6	10
No Idea	0	0

Table 1: Demographics

Each of the participants had prior basic knowledge of the principles of business communication and had prior experience working with digital tools. Robust informed consent procedures ensured participants understood the research objectives, privacy, and confidentiality assurances. All participants took part in the assignment voluntarily. The research design enabled the researcher to compare approaches to the task and qualitative learning through the exercise between groups. Examining the development in writing, analytical reasoning, and engagement of students with the business communication content was particularly examined.





Data Collection

Two experts and external reviewers assessed the work submitted by the students. These reviewers were blind to the group to which the participant belonged. This was done to prevent bias in the evaluation of the assignments. The assignments of participants from both groups were evaluated by the reviewers independently using a 10-point grading scale. In addition, focus group discussions were conducted, through which qualitative data was collected and analysed, which provided comprehensive insights into students' experiences and perspectives regarding the learning process.

Focus Group Discussions

Seven focus group discussions were conducted. Each focus group consisted of 7-10 participants. This ensured the collection of varied viewpoints on using ChatGPT. A researcher moderated these sessions to capture collective insights regarding ChatGPT's application in business communication pedagogy.

The focus group discussions explored multiple dimensions, including the following:

- Attitude of participants toward using ChatGPT as a source for inputs,
- Features of ChatGPT that participants considered advantageous or as an obstacle,
- Contribution of ChatGPT to the analytical reasoning and problem-solving ability of students,
- Ramifications of using AI especially on innovation and academic integrity of students,
- Authenticity and moral considerations regarding content produced by ChatGPT.

The group format enabled participant interaction and experience comparison, fostering an interactive atmosphere where concepts could be shared, questioned, and refined (Krueger & Casey, 2015). This format motivated participants to express their perspectives in response to peer contributions, yielding deeper insights into shared experiences. The researcher maintained comprehensive records throughout the sessions, with audio documentation and subsequent transcription prepared for analytical purposes

Data Analysis

This study used qualitative methodology, which is well-suited for inquiring into the experiences and viewpoints of the participants (Braun & Clarke, 2006). The analysis was initiated by immersing in the data, conducting readings of the transcripts of the focus group multiple times. The aim was to develop an overall comprehension of the data and document preliminary observations. Thereafter, preliminary codes were developed through inductive reasoning by examining the text of the transcripts. These codes covered issues such as "improved writing" and "technology dependence." Thereafter, these codes were assembled into themes. For instance, enhanced writing and lower stress levels were consolidated under "Beneficial impact on communication", and issues related to dishonesty in academics and over-reliance on AI were clubbed under the theme "Ethical ambiguity". The themes were validated against source data for consistency, and were then refined to highlight their importance. The concluding phase comprised of collating results wherein these themes were connected to the research objectives, and substantiated through participant quotations. This offered a detailed understanding of the interactions of students with ChatGPT in the business communication course-based assignment.



Participant	Experimental Group	Control Group
1	A	A-
2	B+	B-
3	С	B-
4	A-	B+
5	Α	B+
6	B+	B+
7	С	B+
8	В	В
9	B+	B-
10	С	В
11	С	В
12	В	B+
13	B+	В
14	В	В
15	B-	B-
16	A-	B+
17	B+	B+
18	С	B+
19	В	B+
20	B+	В
21	A-	В
22	B+	B+
23	B+	B+
24	B-	B+
25	B-	B+
26	В	B+
27	A-	В
28	B+	B+
29	B+	В
30	B+	В

Table 2: Control vs Traditional group

The grades received by the students from the reviewers are given in Table 2. A summary collation of these, categorised grade-wise, is listed in Table 3.

Creada	Expe	rimental Gp	Control Gp	
Grade	n	n%	n	n%
A+	0	0.0	0	0.0
А	2	6.7	0	0.0
A-	4	13.3	1	3.3
B+	11	36.7	15	50.0
В	5	16.7	10	33.3
B-	3	10.0	4	13.3
С	5*	16.7	0	0.0

Table 3: Grade Achievement Comparison

* The researcher took cognizance of a special note made by the reviewer in the assignment. The reviewer commented that the students do not seem to have applied their mental faculties while executing the assignment, and that the content seems to have been artificially generated, and copied from other source(s).

The research followed Braun and Clarke's (2006) five-phase thematic analysis framework. This was implemented within the qualitative exploration of ChatGPT's role in business communication education.





Stage	Description	Application in This Study	Examples from Data
1. Data familiarity	Read and re-read transcripts for rigorous familiarity with the content.	All transcripts from focus group discussions, were read multiple times to identify patterns, ideas, and tones.	"Normally I take a lot of time to write emails, but with ChatGPT, it feels easier". "There are times when I am not comfortable with the content produced by ChatGPT. It was too professional." "If I reflect on my ideas, the prompts become better". "ChatGPT gives me the confidence to write formal proposals."
2. Code generation	Assign codes to specific segments of data capturing essential features.	Descriptive codes such as <i>efficiency</i> , <i>over-reliance</i> , <i>confidence boost</i> , and <i>authenticity loss</i> were applied.	Code: Efficiency - "I completed my draft in half the time I usually take." Code: Confidence boost - "I felt better about the tone and format of my letter." Code: Authenticity loss - "I wonder if it's actually my work or the AI's." Code: Over-reliance - "I straightaway ask ChatGPT to produce the content I want, no need to think too much".
3. Theme search	Group related codes into broader, meaningful themes.	Codes were organized into preliminary themes such as <i>Improved writing</i> , <i>Ethical ambiguity</i> , <i>Technology dependence</i> , and <i>Skill dilution</i> .	Theme: Improved writing - codes like efficiency, formatting, clarity. Theme: Ethical ambiguity – codes like academic integrity, authenticity loss. Theme: Skill Dilution – codes like over-reliance, passive learning.
4. Theme review	Ensure that the themes are valid to the coded extracts.	Themes were reviewed for coherence and clarity, as well as comprehension of participants' perspectives.	Some codes from group discussions lacked emotional tone and were excluded. As "Ethical concerns" overlapped with "Anxiety," a theme of "Ethical Ambiguity" was refined.
5. Theme naming	Articulate the essence of each theme and select a concise name.	Final themes were named, such as <i>Beneficial</i> <i>effects on communication</i> <i>competencies</i> and defined to reflect the participants' experiences and educational implications.	Theme: <i>Enhanced Writing</i> - ChatGPT's ability to make students feel more competent in business communication tasks. Theme: <i>Ethical Ambiguity</i> - Tension between AI support and academic honesty. Theme: <i>Over-Reliance</i> - Students' dependence on AI for critical tasks.

Table 4: Thematic Analysis	using Braun	and Clarke's Model
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To minimize bias from the dual role of the researcher, as an educator and an investigator, multiple protective measures were implemented. Systematic journaling was maintained and a regular reflective practice was conducted on each section of the journal. This was done to examine any preconceptions about the data and limit any subjective influence. The participants were encouraged to validate the themes, which confirmed the authentic representation of their perspectives. Protocols for ensuring voluntary participation and confidentiality helped reduce any influences and social pressure. In addition, a review in collaboration with external evaluators enhanced the reliability and validity of the research outcomes.

DISCUSSION

This research was conducted with the objective of exploring how ChatGPT affects the development of competency in business communication among undergraduate learners.





Qualitative methodology was used which enabled the researcher to integrate evaluation of the task and collate insights from the group discussion sessions. This research was conducted to gain detailed insights regarding the impact of ChatGPT on student outcomes, in context of their quality of communication, and the moral concerns related to the incorporation of AI tools in academic context. The outcome of this study offers distinct perspectives related to both advantages and disadvantages associated with AI implementation in the imparting of learning in business communication. This is of significant importance and informs future pedagogical approaches.

The findings revealed a mix of perspectives related to the implementation of ChatGPT in the business communication course. Students in the experimental group experienced an enhancement in their productivity to compose the output, a higher confidence and self-assurance, and a more structured method to complete the coursework. The control group completed their assignments as per the time provided to them. In addition, the quality of their output was not as high as the experimental group. Only 1 participant from the control group, which did not use AI, received an A+ grade, as compared to 5 from the experimental group. 16.7% of the participants in the control group received a grade of A + / A / A. In comparison with, 76.7% of the participants received a grades in this range.

These outcomes correspond with existing research demonstrating that AI applications such as ChatGPT can strengthen the development of writing of the students. The learners need guidance to focus on substantive content over mechanical aspects. The results highlight the capacity of AI to aid the efforts of students in improving the structure, flow, and articulation of the message, which are key components of business communication (Caratiquit and Caratiquit, 2023). 65 percent of the respondents shared that ChatGPT offered a fresh perspective on producing quality business communication. This is consistent with research on the positive influence of AI in promoting innovation within academia (Islam and Islam, 2024). The ability to deliver immediate responses by ChatGPT, was stated to be valuable for students who have previously experienced difficulties in assignments related to business communication.

Apprehensions related to moral considerations of using ChatGPT and over-reliance on AI to complete academic assignments were revealed. 67 percent of the participants expressed discomfort related to the authenticity of their academic output when using ChatGPT. They were worried that their submissions might not represent their capabilities accurately. This apprehension corresponds with prior research regarding the application of AI in education and how it may subvert the genuine learning experience of the students by promoting engagement with technology to generate output passively (Fuchs, 2023). Reflections surrounding honesty in scholarship emerged, with multiple students questioning the appropriateness of incorporating AI-produced content in their course assignments. This echoed prior research (Khaleel et al., 2023). Caution has been advocated against normalizing content generated by AI in education, without establishing ethical guidelines (Wang et al., 2024, Williams, 2024).

In addition, the respondents raised concerns about the possibility of relying excessively on AI applications. Several students acknowledged that the user-friendly nature of ChatGPT may engender misplaced confidence, which in turn may result in a reduction in their motivation to engage actively with writing and analytical reasoning processes. This suggests that AI tools like ChatGPT may create patterns of reliance that may encourage the students to avoid making an intellectual effort. This may also hinder the development of critical communication skills. Similar concerns have been expressed in literature, wherein students have been advised to be mindful of retaining their autonomy in problem-solving and innovating while learning, even though AI may support their efforts and appear as a beneficial resource (Oranga, 2023).



This study also recommends that educators need to evolve their instructional approach to adapt to the changing AI-integrated landscape in education. Educators perform a critical role in guiding students about the benefits of using AI, such as ChatGPT as well as its limitations. They need to facilitate the optimal utilization of such tools. This may include having conversations and discussions about the responsible use of AI for academic achievement with their students. They may choose to encourage an analytical interaction with technology and ensure that AI is used to complement and not substitute the learning process of students (Jeon and Lee, 2023).

Contribution

There are multiple contributions to the existing literature by this study. The first contribution is to offer empirical evidence regarding the impact of ChatGPT on the quality of outcomes of students in the business communication course of a management institute. The examination of the role of ChatGPT in business communication is especially relevant as this particular course requires high quality of articulation, accuracy, and tonality (Dwivedi et al., 2023). The second contribution is that this study combines TAM framework with the CLT to provide valuable insights into the utilization and related concerns of using ChatGPT by students in their assignments. This enables the study to extend the analysis beyond basic usage of AI and helps understand the fundamental drivers of its adoption. The third contribution is that it features actionable advice for educators who wish to preserve academic standards while ensuring the responsible adoption and productive application of AI tools such as ChatGPT.

The findings of this research are of particular significance as AI becomes increasingly embedded in education. HEIs need to transition from being reactive to AI technology to becoming the drivers of ethical and conscious adoption of such technologies in teaching (Elbanna and Armstrong (2024)). Business communication courses are uniquely positioned to champion this transformation, as users mostly use AI-generated content for ideating, structuring, and composing communication. De Silva et. al (2023) and AlAfnan et. al (2023) emphasize that academic institutions need to establish guidelines and teaching approaches at the earliest, which will help guide students through the moral complexities of AI-powered education.

The experimental design of this study incorporates a qualitative examination as it offers substantial value. In addition, it distinguishes itself from prior research that predominantly employed quantitative approaches to evaluate the efficiency of AI tools in an educational context (Eltahir and Babiker). By focusing on the subjective experiences of students, this investigation advances a more comprehensive understanding of AI's role in the context of learning.

LIMITATIONS AND FUTURE RESEARCH

Even though this study reveals a valuable understanding about the impact of ChatGPT on education in business communication, there are a few limitations to the study. Firstly, the research involved a participant pool of 60 students from one academic institution, which prima facie seems inadequate. The low number of participants may not make the findings of this study generalizable. To increase generalizability across wider student demographics, it is recommended that future researchers need to broaden the diversity of participants to encompass learners from multiple backgrounds and educational settings.

Secondly, the accuracy of this research depended on self-reporting by participants, which may introduce biases, including distortion of responses or the memory becoming selective. Despite



attempts to promote candid participant reflection, some responses may have been shaped by participants' desire for positive self-presentation. Future investigations could employ methodological triangulation by incorporating supplementary data collection methods, including educator observations or automated assessment tools, to validate participant accounts.

Thirdly, this research focused only on participants studying the business communication curriculum. Future research could examine the adoption of ChatGPT across other academic disciplines to determine whether these outcomes remain consistent across various subjects. Longitudinal research is recommended for examining the sustained impact of AI usage on the growth of analytical ability in students. Studying the impact of instructions by the educator on specific usage of ChatGPT, on the quality of the output could be a key research by future scholars. The mindful application of ChatGPT for completing course assignments, with the guidance of the educator, would yield important insights beneficial for both the literature as well as organizations. Thus, future scholars are recommended to conduct multiple-level study on the mindful application of AI tools such as ChatGPT, with and without the instructional guidance of educators.

Lastly, although this study examined student interactions with ChatGPT, it did not comprehensively explore opportunities for professional development of the educator to help them in adapting to AI-integrated teaching methodologies. Faculty members need to be trained on the appropriate way of using ChatGPT in order for them to be equipped to impart guidance to students on the ethical use of AI. Future research could analyse how faculty modify their teaching approaches when incorporating AI resources, their methods for embedding AI in their course content, and their strategies for managing moral considerations related to AI implementation in academic environments.

CONCLUSION

In conclusion, this investigation advances the expanding knowledge base regarding the function and applicability of ChatGPT within business communication education. Through analysing student interactions with ChatGPT, it offers both applied understanding and scholarly contributions to ongoing discussions about artificial intelligence in educational contexts. While ChatGPT demonstrates potential for enhancing compositional abilities and promoting more effective communication practices, moral considerations and risks associated with excessive AI dependence require careful attention. Additional research remains necessary to further examine these challenges and assess the sustained impact of artificial intelligence on educational outcomes in business communication coursework. This study's results will serve to inform educators, institutional leaders, and academics as they manage the incorporation of AI technologies into learning environments.

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