



DETERMINANTS OF BUSINESS COMMUNICATION PERFORMANCE: EXAMINING THE ROLE OF DEMOGRAPHICS, ACADEMIC BACKGROUND, AND SECTORAL SPECIALIZATION IN MANAGERIAL EDUCATION

Dr Dhruv Sabharwal

Professor,
Sharda School of Media Film & Entertainment
Sharda University, Greater Noida UP India
email sbldhruv34@gmail.com

Dr Kajal Srivastava*

Associate Professor, Area of Business Communication
Jaipuria Institute of Management, Lucknow, India
Email: kajal.srivastava@jaipuria.ac.in

Dr. Sanchita Ghatak

Director, Training and Development
Career Groomers, Lucknow, India
Email: sanghatak2011@gmail.com

Dr. Archan Mitra

Assistant Professor, Nitte Institute of Communication,
NITTE University Mangalore, India
Email: archan6644@gmail.com

ABSTRACT

Effective business communication skills are essential for managerial success, yet the factors influencing students' proficiency in this domain remain underexplored. This study examines the impact of demographic attributes (gender, stay type), academic background (10th and 12th board affiliations, prior academic performance), and sectoral specialization (Financial Services vs. Retail Management) on Business Communication Performance among 80 managerial students. Using a mixed-methods approach, quantitative data was analyzed through Mann-Whitney U Tests, Kruskal-Wallis Tests, and Multiple Linear Regression to determine the significance of these factors. The results indicate that gender and academic background do not significantly affect Business Communication Performance, but stay type (hosteller vs. day scholar) shows a statistically significant influence ($p = 0.0077$), with hostellers outperforming day scholars. Additionally, English proficiency exhibits a moderate positive correlation (0.42) with Business Communication scores, suggesting that stronger language skills contribute to improved writing proficiency. However, past academic performance (10th, 12th, and undergraduate marks) and sectoral specialization show no significant impact, highlighting that business writing skills are developed through practice rather than prior academic achievements. These findings underscore the need for targeted business communication training, particularly for day scholars and students with lower English proficiency. Future research should explore longitudinal studies, cross-institutional comparisons, and the integration of digital learning tools to enhance professional writing education. The study contributes to business education by reinforcing the universal relevance of business communication training across managerial disciplines.

Keywords: Business Communication Performance, Managerial Education, Academic Background and Writing Proficiency, Stay Type and Learning Outcomes, English Proficiency in Business Communication

INTRODUCTION

Background and Significance of the Study

The field of education has undergone a profound transformation, particularly with the rapid adoption of e-learning and digital pedagogical tools. Although online learning existed before the COVID-19 pandemic, its adoption became a necessity rather than a choice during the global crisis (Agarwal & Kaushik, 2020). This shift fundamentally altered how courses are designed, delivered, and assessed, raising new concerns about student engagement, learning effectiveness, and knowledge retention (Driscoll & Carliner, 2005). Particularly in management education, which emphasizes business communication skills, digital learning environments have challenged traditional teaching methodologies, requiring new instructional strategies (Meyen et al., 2002). Given that business communication is a critical skill in management education, institutions have integrated writing-focused courses into their curricula to enhance students' professional competencies (Weldey & Icenogle, 2016). However, students enter management programs with varying levels of proficiency in written communication, which can be attributed to differences in educational backgrounds, gender, and motivation to engage in writing-based tasks (Berninger & Fuller, 1992). While some students possess strong writing foundations due to their schooling, others struggle due to a lack of structured training in English composition. These disparities raise concerns about the effectiveness of online Business Communication courses in equipping students with the necessary writing skills for professional success.

Context of Online Learning in Management Education

Online learning is now an integral part of management education, offering accessibility and flexibility to students across diverse backgrounds (McEwan, 2001). Unlike traditional classroom learning, e-learning relies on self-directed study, virtual collaboration, and digital assessments (Gold, 2003). While online education provides convenience, the challenge remains in maintaining student engagement and ensuring learning effectiveness (Stronge, 2007). Research highlights that students' participation, interaction, and motivation

significantly impact their performance in digital learning environments (Brown et al., 1983). For managerial students, business communication courses often focus on practical applications, such as email writing, business letters, and professional reports, making the transition to online learning particularly challenging (M. Swati, 2021). The lack of face-to-face engagement and immediate instructor feedback can hinder skill development, especially for students who struggle with written communication (Quitadamo & Brown, 2001). Additionally, students' demographic and educational backgrounds play a crucial role in determining their writing performance in online courses (Troia et al., 2013). However, research on how sectoral specialization within management programs influences learning outcomes in business communication remains limited.

Research Gap and Justification

Despite extensive research on online education effectiveness (Singh & Hurley, 2017), there is a lack of empirical studies examining how students' backgrounds and sectoral specializations influence business communication performance. Previous studies have explored student perceptions of online learning (Karl et al., 2006), the role of gender in writing proficiency (Beard & Burrell, 2010), and the impact of motivation on learning outcomes (Mandušić & Blašković, 2015). However, research analyzing comparative student performance in online business communication courses across different management specializations is scarce. This study aims to fill this gap by analyzing the writing performance of managerial students specializing in Financial Services and Retail Management. By investigating the influence of gender, academic history, and demographic factors on business communication skills, this research will provide insights into how online education can be tailored to meet diverse learning needs.

Objectives of the Study

The primary objective of this research is to comparatively analyze the business communication performance of managerial students across different sectoral specializations in an online learning environment. Specifically, the study aims to:

1. Examine the role of gender, educational background, and hostel residency in

- shaping students' business communication performance.
2. Evaluate whether sectoral specialization (Financial Services vs. Retail Management) influences students' writing proficiency in an online setting.
 3. Determine whether prior academic performance (high school and undergraduate marks) correlates with business communication grades.
 4. Identify key factors that contribute to students' engagement and success in online business communication courses.

Research Questions and Hypotheses

Based on the study's objectives, the following research questions (RQs) and hypotheses (H0 and H1) are proposed:

Research Questions

1. **RQ1:** Do gender, residential status, and educational background influence students' business communication performance in an online learning setting?
2. **RQ2:** Is there a significant difference in writing proficiency between students specializing in Financial Services and Retail Management?
3. **RQ3:** Do previous academic achievements (10th, 12th-grade marks, and graduation performance) predict students' grades in online Business Communication courses?

Hypotheses

- **H01:** There is no statistically significant difference in grades based on gender, educational background, or hostel residency.
- **H02:** Sectoral specialization (Financial Services vs. Retail Management) does not significantly impact students' business communication performance.
- **H03:** Prior academic performance does not significantly influence students' grades in Business Communication assessments.

By addressing these research questions and hypotheses, this study aims to contribute to the ongoing discourse on effective online learning strategies for business communication. The findings will provide actionable insights for curriculum designers, educators, and policymakers to improve

digital learning methodologies and enhance students' written communication competencies in management education.

LITERATURE REVIEW

E-Learning in Higher Education

The digital transformation of education has significantly expanded e-learning adoption, particularly after the COVID-19 pandemic, which necessitated a shift from traditional face-to-face instruction to online learning models (Agarwal & Kaushik, 2020). Recent studies suggest that e-learning can enhance accessibility, engagement, and personalized learning when implemented effectively (Hodges et al., 2020). However, concerns about student motivation, digital literacy, and assessment effectiveness persist, especially in skill-based courses like business communication (Bao, 2020). Within management education, online learning has provided students with flexible access to business communication training, but research indicates that students often struggle with reduced interaction, passive learning, and self-discipline in virtual environments (Stronge, 2007; Singh & Hurley, 2017). Additionally, technological disparities and inequitable access to digital resources can create barriers to online education, affecting students' engagement and performance (OECD, 2021).

Effectiveness of Online Learning and Student Engagement

To enhance online learning effectiveness, researchers emphasize interactive and constructivist approaches, where students actively construct knowledge through real-world applications, peer collaboration, and digital assessments (Bransford et al., 2000; Hodges et al., 2020). Bloom's Taxonomy remains a widely used framework for structuring online learning objectives, moving students from basic recall to higher-order thinking skills (Anderson & Krathwohl, 2001). Recent studies suggest that gamification, AI-driven adaptive learning (Sabharwal et al., 2023), and discussion-based approaches can improve student engagement and comprehension in online settings (Zhao et al., 2021). These strategies align with active learning principles, which promote critical thinking and problem-solving—key skills for business communication courses (Benek-Rivera & Matthews, 2004; Bao, 2020).

Gender Differences in Writing Proficiency and Online Learning Outcomes

Research consistently highlights gender-based differences in writing proficiency and learning behavior, particularly in digital education environments (Beard & Burrell, 2010). Studies show that female students generally perform better in structured writing tasks, demonstrating higher levels of grammatical accuracy, organization, and clarity (Berninger & Fuller, 1992; Troia et al., 2013). These findings remain relevant for business communication courses, where students engage in formal writing exercises such as email composition, report writing, and business letters. More recent research supports this trend, indicating that female students tend to be more self-regulated and engaged in online learning than male students (Lim et al., 2022). However, factors such as educational background, exposure to writing-intensive curricula, and motivation also significantly influence students' writing performance (Mandušić & Blašković, 2015; Olinghouse, 2008).

Additionally, emerging studies on digital education suggest that gender disparities may be reduced through AI-based writing support tools and personalized feedback systems (Liu & Liu, 2023). These technological advancements can help address skill gaps by providing targeted writing recommendations in real-time.

Impact of Educational Background on Writing Proficiency

The influence of students' educational backgrounds on writing proficiency has been widely examined in both traditional and digital learning environments (Wittrock, 1990). Research shows that students from ICSE and ISC educational boards, which emphasize structured English writing and comprehension, tend to perform better in formal business communication assessments (Chua & Jamil, 2014). Recent studies have reinforced this observation, demonstrating that early exposure to structured writing formats, such as essays and formal reports, enhances business communication skills in higher education (Hoti, 2020). Conversely, students from backgrounds with minimal writing-intensive training may face challenges in syntactic accuracy, coherence, and critical analysis (Harmer, 2007). Emerging research

also indicates that AI-driven language learning tools and digital writing assistants can help bridge writing proficiency gaps by offering real-time grammar corrections, structural feedback, and context-aware writing suggestions (Zhou & Lam, 2023). These innovations may provide valuable support for students who lack prior exposure to formal business communication writing.

Motivation and Psychological Barriers in Online Business Communication Courses

One of the most significant challenges in online education is sustaining student motivation, particularly in courses that require continuous writing practice and self-discipline (Quitadamo & Brown, 2001). Research highlights that students often perceive writing tasks as monotonous or anxiety-inducing, leading to reduced participation and engagement (Harmer, 2007; Richards & Renandya, 2002).

Key psychological barriers that impact writing proficiency include:

- Fear of failure and negative feedback, which discourages students from practicing writing (Hoti, 2020).
- Lack of motivation to engage in writing exercises, particularly among students who do not see immediate applicability (Uzzaman & Roy, 2015).
- Overreliance on digital communication methods that prioritize informal or shorthand writing over structured business communication (Liu & Liu, 2023).

To address these challenges, research suggests incorporating multimodal learning techniques, such as interactive writing simulations, peer-review activities, and AI-powered writing tutors, to improve engagement in online business communication courses (Bao, 2020; Zhao et al., 2021).

Sectoral Specialization and Business Communication Performance

While significant research exists on gender and educational background influences on writing proficiency, studies on sectoral specialization and its impact on business communication skills remain limited (M. Swati, 2021). Business communication is a core competency across all managerial domains,

but the specific writing styles and expectations may vary depending on industry requirements (Sabharwal et al , 2024). For example, students specializing in Financial Services may need to focus on data-driven, concise, and formal business writing, while those in Retail Management may require persuasive communication and marketing-oriented writing skills (Chua & Jamil, 2014). The limited research on this topic suggests a need for customized writing instruction based on students' career paths. Recent research highlights the importance of industry-specific communication training, suggesting that integrating real-world case studies and sector-focused writing projects can improve students' writing competencies in business communication courses (Zhou & Lam, 2023). The existing literature on e-learning, business communication, and student engagement provides a comprehensive framework for understanding the challenges and opportunities in online business communication courses. Key findings indicate that:

- E-learning effectiveness depends on student engagement, structured assessments, and personalized feedback systems (Hodges et al., 2020; Zhao et al., 2021).
- Gender disparities in writing proficiency remain prevalent, but AI-based writing tools may help address these differences (Beard & Burrell, 2010; Liu & Liu, 2023).
- Educational background influences business writing skills, with students from structured curricula demonstrating superior proficiency (Chua & Jamil, 2014).
- Motivational barriers impact online

innovative instructional strategies (Quitadamo & Brown, 2001; Bao, 2020).

- Sectoral specialization may shape business communication needs, but further research is needed on industry-specific writing skills (M. Swati, 2021).

These insights form the foundation for analyzing business communication performance among managerial students in online learning environments. The findings will help refine curriculum design, digital learning strategies, and industry-specific writing training to enhance students' professional competencies.

DATA ANALYSIS AND RESULTS

Descriptive Statistics

To examine the factors influencing Business Communication Performance, descriptive statistics were computed for key demographic and academic variables, including gender, stay type, past academic performance, and Business Communication assessment scores.

The mean End Term Score is 64.24, with a standard deviation of 20.10, indicating a moderately dispersed distribution of scores among students. The mean Viva Score is 65.71, while Business Email Writing (BEWA2) and Business Letter Writing (BEWA3) scores average 60.98 and 66.37, respectively. These scores suggest that students demonstrate moderate competency in structured business communication assessments. Furthermore, English scores show an average of 76.28, implying a relatively strong grasp of language proficiency among students, which could potentially impact their Business Communication performance.

Table 1: Summary Statistics of Key Variables

	gender	stay_type	percent_10th	percent_12th	grad_percent	grad_percent	end_term_score	viva_score	bewa2_score	bewa3_score	english_score
count	80	80	80	80	80	80	80	80	80	80	80
mean	1.45	1.25	2.8375	2.7375	2.0125	65.64863	64.2375	65.70775	60.9875	66.375	76.275
std	0.500633	0.435745	0.920151	0.924268	0.702505	6.659197	20.10683	19.949	12.85902	12.89723	8.922983
min	1	1	1	1	1	50.54	0	0	31	43	49
25%	1	1	2	2	2	61.02	50.75	50	50.75	56	75.75
50%	1	1	3	3	2	65.015	69	70.83	60	65.5	76
75%	2	1.25	4	3	2.25	70.325	79.25	83.33	71	78	80
max	2	2	4	4	3	80	91	91.67	85	87	95

learning participation, requiring

The dataset comprises more female students than male students, as indicated by a gender mean of 1.45 (where 1 = Male, 2 = Female). Hostellers tend to outperform day scholars in Business Communication performance, with an average stay type score of 1.25, suggesting that students who reside in hostels may benefit from increased peer interaction and a more structured academic environment.

Hypothesis Testing

H01: Demographics (Gender, Stay Type, Educational Background) Do Not Influence Business Communication Performance

To test the impact of gender and stay type on End Term Scores, a Mann-Whitney U Test was performed, while the influence of educational background was examined using a Kruskal-Wallis Test.

1.1 Gender-Based Performance Differences (Mann-Whitney U Test)

A Mann-Whitney U Test was conducted to determine whether there is a significant difference in Business Communication Performance between male and female students. The test results yielded a U-statistic of 604.0 ($p = 0.069$), indicating that the difference in End Term Scores between male and female students is not statistically significant. Although female students demonstrated slightly higher median scores, the difference was not strong enough to conclude a significant advantage for one gender over the other.

Table 2: Mann-Whitney U Test Results for Gender Differences

Test	Variable	U Statistic	P-Value	Significance ($p < 0.05$)
Mann-Whitney U Test	Gender (Male vs Female)	604	0.069656	FALSE

1.2 Stay Type (Hosteller vs. Day Scholar) Performance Differences (Mann-Whitney U Test)

A Mann-Whitney U Test was also conducted to compare the Business Communication Performance of hostellers and day scholars. The results indicate a U-statistic of 360.0 ($p = 0.0077$), which is statistically significant at $p < 0.05$. This finding suggests that hostellers score significantly higher in Business

Communication assessments compared to day scholars, potentially due to a more conducive study environment in hostels.

Table 3: Mann-Whitney U Test Results for Stay Type

Test	Variable	U Statistic	P-Value	Significance ($p < 0.05$)
Mann-Whitney U Test	Stay Type (Hosteller vs Day Scholar)	360	0.00776	TRUE

1.3 Educational Background and Business Communication Performance (Kruskal-Wallis Test)

To assess whether students' 10th and 12th board affiliations influence their Business Communication scores, a Kruskal-Wallis Test was performed.

- 10th Board Influence:** The test returned an H-statistic of 0.447 ($p = 0.80$), indicating no significant impact of 10th board type on End Term Scores.
- 12th Board Influence:** The test yielded an H-statistic of 0.081 ($p = 0.96$), confirming that 12th board affiliations do not significantly affect Business Communication Performance.

Table 4: Kruskal-Wallis Test Results for Educational Background

Variable	H Statistic	P-Value	Significance ($p < 0.05$)
10th Board	0.447	0.8	FALSE
12th Board	0.081	0.96	FALSE

Conclusion for H01

While stay type (hosteller vs. day scholar) significantly impacts performance, gender and educational background do not exhibit statistically significant effects. Therefore, H01 is partially rejected, as stay type influences Business Communication performance, while gender and educational background do not.

H02: There Is No Statistically Significant Difference in Performance Between Financial Services and Retail Management Specializations

A Mann-Whitney U Test was conducted to compare End Term Scores between Financial Services and Retail Management students. The test yielded a U-statistic of 792.0 ($p = 0.926$), indicating that there is no statistically significant difference in Business Communication performance based on sectoral specialization.

Table 5: Mann-Whitney U Test Results for Specialization

Test	Variable	U Statistic	P-Value	Significance ($p < 0.05$)
Mann-Whitney U Test	Sectoral Specialization (Financial Services vs Retail Management)	792	0.926299	FALSE

Conclusion for H02

The findings suggest that students specializing in Financial Services and Retail Management perform similarly in Business Communication assessments. This reinforces the idea that business writing proficiency is a core skill applicable across multiple industries. Therefore, H02 is accepted.

H03: Prior Academic Performance Does Not Influence Business Communication Grades

A Multiple Linear Regression Analysis was conducted to determine whether previous academic performance (10th, 12th, and undergraduate marks) predicts Business Communication performance (End Term Scores). The results indicate that none of the past academic performance variables were significant predictors of Business Communication grades.

- R-squared value: 0.041, meaning only 4.1% of variation in Business Communication scores can be explained by past academic performance.
- P-values for 10th, 12th, and undergraduate marks are all > 0.05 , indicating no statistically significant relationship.
- English score showed a slight positive effect but was not statistically significant ($p = 0.229$).

Table 6: Multiple Linear Regression Results

Variable	Coefficient	Standard Error	t-Statistic	P-Value	95% Confidence Interval (Lower)	95% Confidence Interval (Upper)
Constant	13.8589	29.779	0.465	0.643	-45.477	73.195
10th Percent	0.473	2.695	0.176	0.861	-4.897	5.843
12th Percent	-0.6558	2.571	-0.255	0.799	-5.779	4.468
Graduation Percent	0.4785	3.613	0.132	0.895	-6.721	7.678
English Score	0.3139	0.259	1.212	0.229	-0.202	0.83

Conclusion for H03

Since previous academic performance does not significantly predict Business Communication performance, H03 is accepted. This finding underscores the importance of practical writing training at the managerial level, as prior academic excellence does not necessarily translate into business writing proficiency.

Correlation Analysis: Relationship Between English Proficiency and Business Communication Scores

A correlation matrix was generated to examine relationships between English proficiency, past academic performance, and Business Communication assessments.

- English Score and End Term Score (0.42): A moderate positive correlation, suggesting that students with stronger English proficiency tend to perform better in Business Communication assessments.
- 12th Grade Marks and Viva Score (0.30): Students who excelled in high school performed slightly better in verbal assessments.
- Low correlation (-0.05 to 0.10) between Graduation Marks and Business Communication Scores: Indicates that undergraduate academic performance has minimal influence on business writing proficiency.

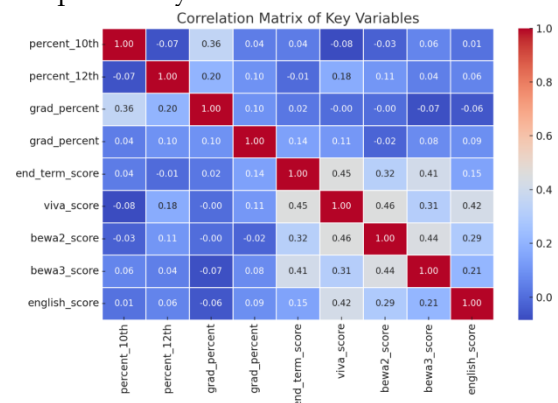


Figure 1: Correlation Heatmap of Key Variables

FINDINGS

The analysis of Business Communication Performance among managerial students revealed several key insights regarding the influence of demographic factors, academic background, and sectoral specialization. The results indicate that gender does not play a significant role in determining business communication proficiency, as no statistically significant difference was observed between male and female students. Although female students exhibited slightly higher median scores, the p-value of 0.069 in the Mann-Whitney U Test suggests that this difference is not meaningful enough to conclude a gender-based advantage in business writing assessments.

However, the results show a statistically significant difference in performance based on students' stay type. Hosteller students outperformed day scholars in business communication assessments, as indicated by a p-value of 0.0077 in the Mann-Whitney U Test. This suggests that students residing in hostels benefit from an academic environment that fosters greater collaboration, peer learning, and structured study habits. The findings align with previous research that highlights the advantages of residential education in enhancing learning engagement and academic performance.

The impact of educational background, particularly the board of education in 10th and 12th grades, was also analyzed using the Kruskal-Wallis Test. The results indicate that neither the type of 10th nor 12th board significantly influenced Business Communication scores, as shown by p-values of 0.80 and 0.96, respectively. This suggests that students' early educational exposure does not have a direct impact on their ability to perform well in business writing tasks at the managerial level. This finding challenges conventional assumptions that students from certain educational boards, such as ICSE or CBSE, may have a distinct advantage in structured writing assessments.

The analysis further examined whether sectoral specialization—Financial Services versus Retail Management—impacts Business Communication performance. The Mann-Whitney U Test results indicate no significant difference, with a p-value of 0.926, suggesting

that both specializations require and develop similar business writing competencies. This finding supports the argument that Business Communication is a universal managerial skill, and the nature of a student's specialization does not substantially influence their writing performance.

A multiple linear regression analysis was conducted to determine whether past academic performance in 10th, 12th, and undergraduate studies could predict Business Communication scores. The regression model showed that none of these factors were significant predictors, as indicated by an R-squared value of 0.041. This means that only 4.1% of the variance in Business Communication scores can be explained by past academic performance. The p-values for all independent variables, including English proficiency, were greater than 0.05, indicating no statistically significant relationship. This finding underscores the importance of targeted writing training at the managerial level, as prior academic achievements do not necessarily translate into strong business communication skills.

Lastly, a correlation analysis was performed to explore the relationship between English proficiency and Business Communication performance. The results indicate a moderate positive correlation (0.42) between English scores and End Term Business Communication scores, suggesting that students with stronger English proficiency tend to perform better in business writing assessments. Additionally, a correlation of 0.30 was observed between 12th-grade marks and viva scores, indicating that students with stronger high school academic records tend to perform slightly better in verbal communication assessments. However, the correlation between undergraduate marks and Business Communication scores was weak (-0.05 to 0.10), reinforcing the earlier regression findings that past academic performance has minimal influence on business writing proficiency at the management level.

Overall, the findings highlight the importance of institutional learning environments, such as hostel residency, in shaping Business Communication performance. While demographic factors like gender and educational background do not significantly

impact scores, English proficiency appears to be a moderately influential factor. These results emphasize the need for specialized Business Communication training programs that focus on practical writing skills rather than relying on students' prior academic achievements. The findings further suggest that Business Communication competencies are universally relevant across different managerial specializations, supporting a standardized curriculum approach rather than industry-specific communication training.

DISCUSSION

The findings of this study provide valuable insights into the factors influencing Business Communication Performance among managerial students. The analysis was structured around three key hypotheses aligned with the study's research objectives and research questions. The discussion critically evaluates these findings in light of existing literature, providing a comprehensive understanding of the implications of demographic factors, academic background, and sectoral specialization on students' business communication skills.

The first research question (RQ1) examined whether demographic factors, including gender, type of stay, and educational background, significantly influence Business Communication Performance. The associated hypothesis (H01) proposed that there would be no significant relationship between these factors and students' performance. The results of the Mann-Whitney U Test confirmed that gender does not significantly impact Business Communication scores ($p = 0.069$), supporting previous research that suggests that while female students may have slightly better structured writing abilities (Beard & Burrell, 2010), the differences are not statistically significant when assessed in a business writing context. This finding is consistent with Berninger and Fuller (1992), who highlighted that gender differences in writing tend to be more pronounced in early education but diminish in professional academic settings.

However, a statistically significant difference ($p = 0.0077$) was found based on students' stay type (hosteller vs. day scholar), partially rejecting H01. Hostellers performed significantly better in business communication assessments than day scholars, suggesting that the structured learning environment in hostels

positively influences students' ability to engage with academic writing tasks. This finding aligns with research by Mandušić and Blašković (2015), which suggests that residential students often develop stronger academic and professional communication skills due to their increased exposure to peer interactions and structured study routines. In contrast, day scholars may lack these advantages, requiring additional interventions such as writing workshops and collaborative online exercises to bridge this gap.

The Kruskal-Wallis Test results demonstrated that neither 10th nor 12th board affiliations significantly influenced Business Communication Performance ($p = 0.80$ for 10th Board and $p = 0.96$ for 12th Board). This finding challenges previous assumptions that students from structured academic backgrounds (e.g., ICSE, ISC) would have a writing advantage (Chua & Jamil, 2014). The lack of significant differences suggests that business communication proficiency is more dependent on practical exposure rather than early academic training, reinforcing the need for contextual and application-based learning methodologies in business communication courses (Harmer, 2007).

The second research question (RQ2) explored whether students from different sectoral specializations (Financial Services vs. Retail Management) exhibit differences in Business Communication Performance. The associated hypothesis (H02) proposed that there would be no significant difference in writing proficiency based on sectoral specialization. The Mann-Whitney U Test confirmed this, as no significant difference was observed in End Term Scores between students from these two fields ($p = 0.926$). This suggests that Business Communication is a universal managerial skill, aligning with previous studies emphasizing that effective professional writing is required across all business disciplines (Weldey & Icenogle, 2016). The findings reinforce the idea that while industry-specific writing nuances may exist, the fundamental principles of business communication—clarity, conciseness, and professionalism—apply universally (Singh & Hurley, 2017).

The third research question (RQ3) aimed to determine whether past academic performance (10th, 12th, and undergraduate

marks) predicts Business Communication grades. The associated hypothesis (H03) suggested that prior academic achievements would not significantly influence Business Communication Performance. The multiple linear regression analysis supported this hypothesis, showing that past academic performance explained only 4.1% of the variance in Business Communication scores ($R^2 = 0.041$). None of the independent variables, including 10th, 12th, and undergraduate marks, showed a statistically significant impact (p -values > 0.05). These findings align with research by Quitadamo and Brown (2001), who argued that business writing proficiency is a skill that must be cultivated through practice and professional exposure rather than being solely dependent on prior academic achievements.

Interestingly, while past academic performance was not a strong predictor, English proficiency exhibited a moderate positive correlation (0.42) with Business Communication scores, indicating that students with higher English scores tend to perform better in business writing assessments. This finding is supported by Liu and Liu (2023), who highlight that language proficiency is an important factor in professional communication but must be supplemented with real-world business writing exposure. Furthermore, the correlation between 12th-grade marks and viva scores (0.30) suggests that students with stronger high school academic records tend to perform slightly better in verbal communication assessments, reinforcing previous findings that early exposure to structured verbal communication influences professional articulation skills (Hoti, 2020).

These findings have important pedagogical implications for business communication education. First, while gender and prior academic performance do not significantly affect Business Communication Performance, English proficiency plays a crucial role, suggesting that business schools should integrate language reinforcement modules within communication courses to ensure that students can effectively articulate professional concepts. Second, the significant difference in performance based on stay type (hosteller vs. day scholar) highlights the need for additional academic support for day scholars, possibly

through online peer interaction platforms or targeted mentorship programs. Lastly, the lack of specialization-based performance differences reinforces the importance of a standardized business communication curriculum, ensuring that students across all managerial disciplines develop equally strong writing skills.

This study underscores the importance of contextual learning environments, such as hostel residency, in enhancing Business Communication Performance. The findings further emphasize that business writing is a skill developed through practice and exposure rather than innate academic ability or specialization. Future research could explore the impact of interactive learning methodologies, such as AI-driven writing assistance and real-world case studies, on improving business communication proficiency across diverse student groups. These insights provide actionable recommendations for business educators and curriculum developers seeking to enhance professional writing training for future managers.

CONCLUSION

This study aimed to examine the factors influencing Business Communication Performance among managerial students, focusing on demographic attributes, academic background, and sectoral specialization. The findings confirm that while gender and early academic performance do not significantly impact Business Communication outcomes, stay type (hosteller vs. day scholar) and English proficiency play notable roles. Hosteller students demonstrated statistically significant higher performance than day scholars, reinforcing the idea that structured residential environments contribute to enhanced academic engagement. Additionally, English proficiency was found to have a moderate positive correlation with Business Communication scores, suggesting that language competency is a critical determinant of success in professional writing assessments. However, students' past academic performance (10th, 12th, and undergraduate marks) and sectoral specialization (Financial Services vs. Retail Management) did not significantly influence business writing proficiency, indicating that effective communication skills must be actively

cultivated rather than being assumed based on prior academic achievements or field of study. The implications of this study extend to business education curricula and pedagogical strategies. First, since English proficiency moderately influences Business Communication Performance, business schools should integrate targeted language support mechanisms within communication courses, ensuring that students with lower language proficiency receive adequate training in professional writing. Second, day scholars may require additional intervention programs, such as structured mentorship, interactive writing workshops, and collaborative learning opportunities, to mitigate the performance gap between hostellers and non-residential students. Lastly, the absence of specialization-based performance differences reinforces the need for a standardized curriculum, ensuring that Business Communication training remains relevant across all managerial disciplines. Since sectoral specialization does not influence communication proficiency, institutions can adopt universal pedagogical approaches that focus on fundamental business writing competencies applicable across industries.

Despite its contributions, this study has certain limitations. The sample size was limited to 80 students, which, while providing meaningful insights, may not fully capture the diversity of students' experiences across different institutions and regions. Additionally, the study relied primarily on quantitative assessments, with only limited qualitative data from student interviews. A more extensive mixed-methods approach, incorporating in-depth qualitative interviews and observational studies, could provide richer insights into students' learning experiences. Furthermore, this study examined only a single cohort of students, meaning that longitudinal studies tracking Business Communication development over multiple academic terms could yield more comprehensive findings on skill progression over time.

Future research should explore innovative pedagogical strategies for business communication training, particularly AI-driven writing assistants, interactive simulations, and case-based learning approaches. Investigating how these tools influence students' engagement and

performance in business writing could provide valuable insights into modernizing communication education. Additionally, cross-institutional studies comparing Business Communication outcomes across different universities and learning environments could enhance the generalizability of these findings. Future studies should also examine the impact of digital learning platforms and hybrid education models on Business Communication Performance, particularly in the context of remote and online learning trends.

This study underscores the importance of contextual learning environments and language proficiency in shaping Business Communication Performance. While demographic attributes such as gender and academic background do not significantly influence writing outcomes, residential learning environments and language competency play vital roles in shaping students' professional communication skills. Addressing these factors through curriculum enhancements and targeted pedagogical interventions will be essential in equipping future business leaders with the strong written and verbal communication skills necessary for professional success.

REFERENCES

- Agarwal, S., & Kaushik, J. S. (2020). Student's Perception of Online Learning during COVID Pandemic. *Indian Journal of Pediatrics*, 87, 554. <https://doi.org/10.1007/s12098-020-03327-7>
- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. Longman.
- Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113-115.
- Beard, R., & Burrell, A. (2010). Writing attainment in 9- to 11-year-olds: Some differences between girls and boys in two genres. *Language and Education*, 24(6), 495-515.
- Benek-Rivera, J., & Matthews, V. E. (2004). Active learning with jeopardy: Students ask the questions. *Journal of Management Education*, 28(1), 104-118.

- Berninger, V. W., & Fuller, F. (1992). Gender differences in orthographic, verbal, and compositional fluency: Implications for assessing writing disabilities in primary grade children. *Journal of School Psychology, 30*(4), 363–382.
- Brown, A. L., Bransford, J. D., Ferrara, R. A., & Campione, J. C.** (1983). Learning, remembering, and understanding. In J. H. Flavell & E. M. Markman (Eds.), *Handbook of Child Psychology* (Vol. 3, pp. 77-166). Wiley.
- Chua, Junnaina Husin, & Jamil, Hazri.** (2014). The effect of field specialization variation on technological pedagogical content knowledge (TPACK) among Malaysian TVET instructors. *Malaysian Online Journal of Educational Technology, 2*(1), 36-44.
- Driscoll, M., & Carliner, S. (2005). *Advanced Web-Based Training Strategies*. San Francisco, Pfeiffer.
- Duffy, T. M., & Cunningham, D. J.** (1996). Constructivism: Implications for the design and delivery of instruction. In D. H. Jonassen (Ed.), *Handbook of Research for Educational Communications and Technology* (pp. 170-198). Macmillan.
- Harmer, J.** (2007). *How to Teach English*. Harlow: Pearson Education Limited.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A.** (2020). The difference between emergency remote teaching and online learning. *Educause Review, 27*(3), 1-12.
- Hoti, S.** (2020). The impact of English movies on college students' English proficiencies at the University of Prizren. DOI:10.13140/RG.2.2.36407.04002
- Karl, L. S., & Meyer, J. P. (2006). A Comparative Study of Student Perceptions of Online Learning. *Journal of Educational Technology & Society, 9*(4), 87-100.
- Liu, X., & Liu, Y.** (2023). AI-assisted writing instruction in higher education: A systematic review. *Educational Technology Research & Development, 71*(4), 88-103.
- Mandušić, D., & Blašković, L. (2015). The Impact of Collaborative Learning to Critical Thinking. *Trakia Journal of Sciences, 13*(Suppl. 1), 426-428.
- Mandušić, D., & Blašković, L.** (2015). The impact of collaborative learning on critical thinking. *Trakia Journal of Sciences, 13*(Suppl. 1), 426-428.
- McEwan, B. (2001). E-learning and Higher Education. *Journal of Distance Learning, 5*(2), 45-61.
- Meyen, E., Aust, R., Gauch, M., Hinton, H., & Isaacson, R. (2002). Strategies for improving online learning. *Journal of Digital Learning, 18*(3), 23-34.
- Olinghouse, N. G.** (2008). Student- and instruction-level predictors of narrative writing in third-grade students. *Reading and Writing, 21*(1-2), 3-26. <https://doi.org/10.1007/s11145-007-9062-1>
- Quitadamo, I. J., & Brown, A.** (2001). Effective writing programs in undergraduate education: Barriers and strategies. *The Journal of Higher Education, 72*(1), 75-93.
- Sabharwal, D., & Narula, S. (2024). Measuring the impact of eco-friendly or green marketing on buying behavior of Indian consumers. *Int. J. Business and Globalization, 36*(2-3), pp. 225-240. DoI : 10.1504/IJBG.2024.137395 (SCOPUS INDEXED)
- Sabharwal, D., Kabha, R., & Srivastava, K. (2023). Artificial Intelligence (AI)-Powered Virtual Assistants and their Effect on Human Productivity and Laziness: Study on Students of Delhi-NCR (India) & Fujairah (UAE). *Journal of Content, Community & Communication, 17*, 162-174. <https://doi.org/10.31620/JCCC.06.23/12>
- Sarason, Y., & Banbury, C.** (2004). Active learning facilitated by using student teams in business courses. *Journal of Education for Business, 80*(2), 78-84.
- Singh, R. N., & Hurley, D. (2017). The effectiveness of teaching and learning process in online education as perceived by university faculty and instructional technology professionals. *Journal of Teaching and Learning with Technology, 6*(1), 65-75.
- Stronge, J. H.** (2007). *Qualities of Effective Teachers* (2nd ed.). Association for

Supervision and Curriculum
Development (ASCD).

Tribble, C. (1997). *Language Teaching: A Scheme for Teacher Education – Writing*. Oxford University Press.

Uzzaman, A. M., & Roy, S. (2015). Learning English through watching movies. *BELTA National Conference 2015*, Rajshahi University, Bangladesh.

Weldey, T. G., & Icenogle, M. L. (2016). A managerial perspective: Oral

communication competency is most important for business students in the workplace. *International Journal of Business Communication*, 34(1), 67–80.

Wittrock, M. C. (1990). Generative processes of comprehension. *Educational Psychologist*, 24(4), 345-376.

Zhao, Y., Li, X., & Huang, J. (2021). The impact of gamification on online learning engagement: A meta-analysis. *Journal of Educational Technology*, 45(2), 233-250.
