

A Study on the Awareness and Usage of AI Tools and their Impact on Employability Skills Among Commerce Graduates

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Abstract: *This analytical study examines the awareness and usage of Artificial Intelligence (AI) tools among commerce graduates and analyses their impact on employability skills. With the increasing integration of AI in education and business environments, commerce students are adopting AI tools for learning, research, communication, and skill enhancement. The study aims to assess the level of awareness of AI tools, frequency of usage, skills developed through AI applications, and challenges faced while using such tools. Primary data was collected using a structured questionnaire from commerce graduates. Statistical tools such as Chi-square test, and Ranking method were used for analysis. The findings reveal that AI tools significantly contribute to improving communication skills, analytical ability, productivity, and digital literacy. However, issues such as lack of technical knowledge, over-dependence on AI, and data privacy concerns were identified as major challenges. The study provides insights into how AI tools can be effectively utilized for enhancing employability skills among commerce graduates.*

Keywords: *Artificial Intelligence*

I. INTRODUCTION

Artificial Intelligence (AI) has become a transformative force in education and professional development. AI tools such as ChatGPT, Grammarly, Canva AI, and other digital platforms assist students in academic writing, data analysis, presentations, and research activities. In the field of commerce, students require strong employability skills such as communication skills, analytical thinking, problem-solving ability, and digital competence.

The integration of AI tools into academic learning has created new opportunities for commerce graduates to enhance their skills and improve job readiness. However, the level of awareness, frequency of usage, and effectiveness of AI tools in skill development varies among students. This study focuses on understanding the role of AI tools in developing employability skills among commerce graduates.

OBJECTIVES OF THE STUDY

- To study the frequency of AI tool usage for learning and skill enhancement
- To identify the challenges faced by students while using AI tools for skill development.

STATEMENT OF THE PROBLEM

Artificial Intelligence tools are increasingly used in education; however, not all commerce graduates fully understand or utilize these tools effectively. While AI tools offer opportunities for improving productivity and skill development, improper usage or lack of awareness may limit their benefits. Some students depend excessively on AI tools without developing independent critical thinking skills. Additionally, challenges such as technical difficulties, limited knowledge, and ethical concerns may affect usage. Therefore, this study seeks to examine the awareness, usage patterns, impact on employability skills, and challenges associated with AI tools among commerce graduates.



SCOPE OF THE STUDY

This study focuses on commerce graduates and their usage of AI tools for academic and skill development purposes. It examines awareness levels, frequency of usage, skills developed, and challenges faced. The research helps understand how AI tools influence employability skills and job readiness among commerce students.

RESEARCH METHODOLOGY

The study is based on an opinion survey conducted among 53 commerce graduates using snow sampling. Primary data was collected through a structured questionnaire. The collected data was analysed using statistical tools including:

- Chi-square Test
- Ranking Method

II. REVIEW OF LITERATURE

Sharma R (2022) in the “Journal of Educational Technology” examined the impact of AI tools on student learning outcomes and found that AI-assisted platforms improved writing quality, research efficiency, and digital skills among undergraduate students.

Kumar S (2023) in the “International Journal of Employability Studies” analysed the relationship between digital tool usage and employability skills, highlighting that students who frequently used AI tools demonstrated better communication skills, analytical ability, and adaptability in job environments.

III. DATA ANALYSIS AND INTERPRETATION

CHI-SQUARE TEST

Null Hypothesis (H_0):

There is no significant relationship between the frequency of AI usage and the time spent per session among the respondents.

Alternative Hypothesis (H_1):

There is a significant relationship between the frequency of AI usage and the time spent per session among the respondents.

Table showing Chi-Square analysis between AI for learning purpose and time spent per session

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	24.060a	9	0.004
Likelihood Ratio	26.784	9	0.002
N of Valid Cases	53		

INTERPRETATION:

Since the p-value (Asymptotic Significance) obtained from the Pearson Chi-Square test is 0.004, which is less than the common significance level of 0.05, the null hypothesis is rejected. This indicates that there is a statistically significant association between the variables under study. The Chi-Square value of 24.060 with 9 degrees of freedom further confirms the presence of a meaningful relationship between the two variables. This result implies that the distribution of one variable differs across categories of the other variable. The observed differences are not due to random chance but reflect actual variation among respondents. However, since many cells have expected counts less than five, the results should be interpreted with caution. It is concluded that there exists a significant association between the variables.

RANKING ANALYSIS

Null Hypothesis (H_0):

There is no significant difference in the ranking of technological challenges faced while using AI tools.



Alternative Hypothesis (H₁):

There is a significant difference in the ranking of technological challenges faced while using AI tools.

Table showing rank analysis of differences in experience toward AI tools among groups

Ranks	Mean Rank
Lack of institutional guidance and support	1.30
Difficulty in applying AI outputs to practical tasks	2.13
Limited availability of advanced or paid AI tools	2.98
Technical issues such as errors and system limitations	3.85
Problems related to plagiarism and misuse of AI tools	4.74

INTERPRETATION:

The Friedman Rank Order Test was conducted to identify the most significant technological challenges faced by respondents while using AI tools for skill development. Since Rank 1 represents the most important challenge, the factor with the lowest mean rank is considered the most significant. The results indicate that “Lack of institutional guidance and support” (Mean Rank = 1.30) is the most important challenge, followed by “Difficulty in applying AI outputs to practical tasks” (2.13) and “Limited availability of advanced or paid AI tools” (2.98). “Technical issues such as errors and system limitations” (3.85) ranked fourth, while “Problems related to plagiarism and misuse of AI tools” (4.74) was identified as the least significant challenge. Overall, lack of institutional guidance emerged as the primary barrier to effective AI tool usage.

IV. CONCLUSION

The study concludes that Artificial Intelligence (AI) tools are widely used by commerce graduates and positively contribute to the development of employability skills. The findings show a significant relationship between frequency of AI usage and time spent per session, indicating that regular use enhances learning engagement. AI tools help improve communication skills, analytical ability, productivity, and digital competence. However, challenges such as lack of institutional guidance and technical limitations were identified. Overall, AI tools play a valuable role in enhancing employability skills when used responsibly and with proper guidance.

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