STRATEGIC INFLUENCE OF BUSINESS ENGLISH IN MANAGEMENT EDUCATION

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Abstract: English is the medium of learning in most educational institutions around the world. It helps the students to industry-ready. The aim of the present study is to examine the influence of Business English among management students from the specific states of India and Bahrain. The designed model of the study finds the relations among listening, speaking, reading, writing, professional development, academic development and personal development, and they were considered exogenous and endogenous variables. The methodology of the study adopted the convenience sampling method. A pilot study was conducted before conducting the actual survey. The data of 396 respondents were considered for analysis after rejecting the incomplete responses. The data were analyzed through t-test and regression coefficients. The present study found that academic and personal enhancement has a significant impact on the professional development of an individual. The transformable skills in English language of students contribute a remarkable impact on professional development. The directions of future studies are given to conduct in different countries using the same model.

Key words: Management Education, LSRW, Business English, Professional Development, Personal Development, Academic Development.

Introduction

English is acting as a communication language across the globe, having a lot of influence in the business arena (Patrick C.L. Ng & Boucher-Yip, 2016). Therefore, global business prompted English as an official language, the same education policymakers adopting language education policies to enable its citizens (Pham, 2018) to make proficient in English, and it will be easy to access any kind of knowledge management. The higher education from different countries incorporated English education as per their requirement by having different pedagogical methods, motivational techniques to improve their proficiency in the English language.

Higher education, especially in management education English, plays a very vigour role in getting employment in any organization (Granel et al., 2019). Through

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Business English, the management students can reach their desire goals and objectives easily. On the other hand, the organizations felt that having proficiency in Business English can resolve managerial issues through their language skills (Zhang, 2013). Having a good command of Business English helps employers establish the organization well because they have a significant opportunity to compete globally (Wongsothorn, 2002). The present study aims to investigate the influence of Business English on Management Education and how Business English helps in academic development, professional development and personal development of Management Students.

Literature Review

Several studies have found that Listening, Speaking, Reading and Writing (LSRW) skills have an impact on professional development. For instance, the study by Tinh illustrates the need for the English language for Mechanical Engineering students in Vietnam to communicate effectively in their workplaces. Tinh employs the Communication Needs Processor (CNP) model. According to the findings of the study, the only criteria that distinguish mechanical engineering students is the strong foundation of four basic English skills and good communication, as technical qualifications are found to be unique among them (Tinh, 2018). A similar study by Kim focuses on the students' strong need for effectiveness of English proficiency and LSRW skills in engineering streams in Korea. Kim's study uses a questionnaire survey and unstructured interviews with two industry workers, and it is found that engineering students need to understand the importance of learning English in order to work in the global industry and also a conclusion has been drawn that more emphasis should be placed on speaking skills among other four skills (Kim, 2013). In the context of India, the study by Hariharasudan et al. (2017) based on empirical research conducted with engineering students from Southern Tamil Nadu demonstrates that LSRW skills have a significant relationship with the overall satisfaction of technical communication in the English language and aid in career development. With the exception of professional communication skills, the researchers explain how the most influential factors, such as academic developments, personal developments, academic English, social communications, and professional purposes, have a positive impact on the mediating variable of LSRW (Hariharasudan et al., 2017). Prachanant study investigates the needs and problems of the English language faced by tourism employees using a questionnaire survey method conducted on five international tour company employees across Thailand, ranging in age from 24 to 46 and with 4 to 20 years of experience in the hospitality industry. The study discovered that the most challenging problems they encountered were while escorting foreign tourists, where they struggled with foreign accents and inappropriate use of words and expressions while speaking. According to the study's findings, tourism employees prefer to communicate in English in the majority and places a high value on speaking skills as a top priority, while writing is the least skill used by them

(Prachanant, 2012). Gunadevi et al. (2012) used the questionnaire method to survey students who had completed their industrial training in various companies in Malaysia. This study concludes that adequate preparation of graduates with good English oral communication skills is required before they begin their industrial training due to the competitiveness and changing trends of the business environment (Subramaniam & Harun, 2012). The study by Thavabalan et al. (2021) adopts survey data collected from printing press informants in Sivakasi, India, in which it is found that the lack of four basic skills of the employees result in retardation of the expected quality of work even though they are skilled. Further, the study stresses the importance of basic communicative skills as a mandatory requisite for better professional advancements and emphasizes that speaking skills require more effort to be practised, among other skills (Thavabalan et al., 2018, 2020, 2021). The above studies lead to frame the following hypothesis.

H1: Listening, Speaking, Reading and Writing skills positively impact the Professional Development of Management Students.

Yazdandoost et al. (2014), in their study, explore the relationship between collocation and four major English skills to validate Iranian EFL students' proficiency. The researchers incorporate IELTS sample tests to students from various fields of study in Iran to assess collocation knowledge. According to the findings, knowing collocations has the greatest impact on a student's ability to speak. Furthermore, the study demonstrates the significance of collocation knowledge as a prerequisite for successful English language learning (Yazdandoost et al., 2014). The study by Juel and et al. (1986) demonstrates that reading comprehension is a critical requirement for students entering primary school. This study looked at students in first and second grade and found that phonemic awareness is extremely important in the academic literary acquisition, as students will not be able to learn spelling sounds unless they acquire them (Juel, Griffith, and Gough 1990; Cunningham and Stanovich 2016). The study by Schulz claims that embedding soft skill training, most notably communication skills, with hard skill training is the most efficient and effective way to improve an individual's academic performance. The researcher emphasizes the importance of acquiring adequate knowledge of basic English skills beyond academic or technical knowledge (Hassan et al., 2013). The study of Pourfarhad et al. (2012) investigates the perceptions of international students' academic literacy, focusing on speaking and listening skills in PowerPoint presentations through the questionnaire. According to the findings of the study, more than 90% of international students agree that language proficiency and basic communication skills in English help them advance academically, especially in PowerPoint presentations (Pourfarhad et al., 2012). In addition to that, the study by Moradi has examined the effect of listening skills on a group of Iranian EFL learners, in which the researcher found that listening strategy instruction has a statistically meaningful impact on the academic performance of language learners on listening comprehension questions

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in the lectures (Moradi, 2013). Thus, the following hypothesis has been framed by the authors.

H2: Listening, Speaking, Reading and Writing skills positively impact the Academic Development of Management Students.

The study by Schulz illustrates the perceived need and significance of four communication skills in the development of an individual's personality. According to the study, communication skills and hard skills play an important role in shaping an individual's personality, thereby promoting self-esteem, language proficiency, self-management, and confidence (Hassan et al., 2013). The study by Freiermuth and Ito, which used semi-structured interviews to interview eight female Japanese students, concluded that a comparison of students with low and high L2 willingness to communicate revealed that participants with high L2 can visualize a future where their English abilities are essential. It is also found that they are stimulated by integrative motivation with other students and teachers, thereby gaining a positive personality that can easily encourage the willingness to communicate with others (Freiermuth & Ito, 2020). The study by Pribyl et al. (2001) examines the effectiveness of a basic communicative skills training programme on public speaking anxiety conducted to students from various Japanese and American universities. The study's findings suggest that after receiving skills training, students' public speaking anxiety dropped significantly, particularly among those with higher levels of anxiety (Pribyl, 2001). A similar study by Kelsen explores the interconnection of personality traits and public speaking anxiety in an Asian EFL environment. It specifically looked at the links between enduring personality traits and public speaking anxiety. According to the collected quantitative data, the study gives insight into the underlying fact that people with good communicative skills have a low level of public speaking anxiety compared with introverts (Kelsen, 2019). The study by Çunkus et al. (2021) focuses on the relationship between nursing students' worry and comfort levels, as well as their communication skills, during their third year of paediatrics clinic practises. The study concludes that effective communication skills will influence their levels of coping with worry in their future professional and social experiences, thereby potentially increasing clinical success as well as their personality traits (Çunkuş, Yiğitoğlu, and Solak 2021). These studies help the authors to construct the below hypothesis.

H3: Listening, Speaking, Reading and Writing skills positively impact the Personal Development of Management Students.

After the development of hypotheses, the study aimed to know the influence of Business English on the students of management education.

Methodology

The study has developed the hypotheses and presented them as H1, H2 and H3. The designed model shows the relations among listening, speaking, reading, writing, professional development, academic development and personal

development, and they were considered exogenous and endogenous variables to present meaningful results.

Data collection

The researchers developed the questionnaire and circulated the questionnaire for the pilot study from selected states of India, i.e., Karnataka, Tamil Nadu, Andhra Pradesh and Kerala and Bahrain, from Bahrain 15 respondents and put together Karnataka, Tamil Nadu, Andhra Pradesh and Kerala 15 respondents. The questionnaire was modified as per the suggestions received. Again, the authors went for other around of modification. The authors selected two specialised academic experts and two members from Industry and sent the questionnaire for the comments and feedback, received the same and modified questionnaire as per the feedback received, and inputs were amended in the questionnaire. The researchers made data collection between October 2020 and April 2021, and the study adopted a convenience sampling method to reach an adequate sample size.

Sample

The researchers designed the final questionnaire, and all questions were inserted in the QuestionPro survey managers and generated the questionnaire link. The questionnaire was in seven slots. It was categorized as follow, Part 1 -- listening skills from 1 to 5 items, Part 2 -- speaking skills 5 items, Part 3 -- reading skills 5 items and Part 4 -- writing skills 5 items, Part 5 -- professional development 5 items, Part 6 -- academic development 6 items, and Part 7 -- personal development 5 items. These factors are shown in Table 1.

The researchers circulated the questionnaire link across their network like LinkedIn, Twitter, Facebook, Instagram and Whatsapp and gathered a good number of respondents. They received 518 responses, after scrutinising found 420 questionnaires were completed. The authors again carefully examined the responses feedback after that found 396 responses were completely filled, and it acts as sample for the study, so the response rate was 94.28 percentage, around 98 responses were not considered, the sample was 396, and these samples were selected for analysis of the present study. Moreover, the sample was equally selected; in detail, each country's 198 respondents were considered. In addition, the sample was collected from management students from the selected region. The age groups of the population are 18 to 24 years of management students studying in Graduation and Post-graduation courses.

Measures

The study was established with a Likert five-point scale (5 strongly agree-1 strongly disagree) to examine the role of Business English among the management students of India and Bahrain. Table 1 represents the variables constructs.

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Table 1. Conceptual framework of constructs

No	Constructs	References of Variables
1	Listening Skills (LS)	LS1- LS5 (P.C.L. Ng and Boucher-Yip 2016; Wongsothorn 2002)
2	Speaking Skills (SS)	SS 1- SS5 (Jude Kornelsen, McCartney, and Williams 2016; Radaev et al. 2018)
3	Reading Skills (RS)	RS1-RS 4 (J G Leung et al., 2020), RS5 (Zhang, 2013)
4	Writing Skills (WS)	WS1-WW5 (Jonathan G. Leung et al. 2020; Hariharasudan et al. 2017)
5	Professional Development (PD)	PD1-PD5 (Balanaieva et al. 2020; Radaev et al. 2018)
6	Academic Development (AD)	AD1-AD4 (Granel et al., 2019), AD5-AD6 (Hariharasudan et al., 2017)
7	Personal Development (PD)	PD1-PD5 (J G Leung et al. 2020; Balanaieva et al. 2020)

The present study constructs have been developed from the literature review, and the responding references are displayed in the last column of Table 1.

Statistical Techniques Used

Based on the convenience sampling method, the present study organized the data in an excel sheet and uploaded it in the statistical package for the social sciences, IBM SPSS, Version 27.0 and checked all the columns before running the SPSS. The study used descriptive statistics, T-test and regression coefficient to draw the meaning results. The study tested the alpha test to know the reliability and found the accepted threshold of alpha. For all items, 36 Alpha is 0.91. The details of Alpha values are as follow; Listening Skills is 0.82, Speaking Skills is 0.82, Reading Skills is 0.83, Writing Skills is 0.86, Professional Development is 0.84, Academic Development is 0.86, and Personal Development is 0.91. The results were good, and all were in the acceptable range of reliability. Therefore, the authors were preceded for further analysis to prove designed hypotheses.

Results and Discussion

To accomplish the objective of the research, various hypotheses proposed above were justified by conducting several statistical analyses, which have been reported in the following sections.

Table 2. Descriptive statistics of various Business English skills

Listening Skills	Mean	SD	t value	P value
Listening skills help to interpret the general information critically	4.04	0.671	197.939	< 0.001**
Listening skills help to interpret the specific information critically	4.09	1.167	115.203	< 0.001**
I have difficulty in understanding the speakers with unfamiliar accents, and it reduces my critical thinking	3.74	1.128	109.048	< 0.001**
I listen to English songs, movies, news, etc., to improve my critical thinking.	3.69	.733	165.540	< 0.001**
Before doing critical listening comprehension tasks, I fear that I cannot understand what I will hear.	3.36	1.274	86.792	< 0.001**
Speaking Skills	**Mean**	**SD**	**t value**	**P value**
Group discussions/debates improve my critical deliverance	3.99	1.027	127.834	< 0.001**
Roles-play enhances my participation actively and cortically	3.19	1.034	101.352	< 0.001**
Presentations in English improve to analyze the multiple contents critically	3.30	1.269	85.506	< 0.001**
I feel there is a connection between public speaking and critical thinking, and it enhances my critical thinking ability	3.39	1.279	87.245	< 0.001**
While speaking English, I can get to know many words, phrases, jargons, cliché, etc., that uplifts my critical thinking	2.93	1.506	64.005	< 0.001**
Reading Skills	**Mean**	**SD**	**t value**	**P value**
After reading an English text, I can critically evaluate the content.	3.09	1.284	79.128	< 0.001**
A close reading of a text improves my interpretation skills much better	3.23	1.636	64.994	< 0.001**
A scanning of text helps to know the different and critical meaning of the content.	2.84	1.592	58.562	< 0.001**
I believe that there is a well-established relationship between reading comprehension and critical thinking	3.05	1.236	81.041	< 0.001**
While reading the texts, I can make inferences and draw conclusions to determine the content cortically	3.26	1.101	97.415	< 0.001**
Writing Skills	**Mean**	**SD**	**t value**	**P value**
Critical writing improves the balanced account of pros & cons of ideas	2.76	1.383	65.632	< 0.001**
English writing can be used as a tool to evaluate the ability to develop coherent arguments	3.57	.973	120.563	< 0.001**

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English Writing improves my critical official correspondences	3.60	.875	135.326	< 0.001**
Fulfilling the exercises	3.26	1.077	99.468	< 0.001**
English Writing improves my critical notes-taking skills	3.41	1.163	96.267	< 0.001**

Note: ** denotes significant at 1% level; Source: Researchers' survey finding

Table 2 indicates key Business English skills of students, i.e., listening, speaking, reading and writing, of student's level of average acceptance with significant level. Most respondents have a significant level of acceptance for these statements, and all four skills have a remarkable level of acceptance. The mean and standard deviation of various listening skills range from 3.36 to 4.09 ±1.274 to 1.167, which indicates that listening skills have a positive opinion among the respondents. Similarly, since $p < 0.001$ in all the cases and hence all the opinion regarding statements on listening skills are significantly related.

Speaking skill is another vital requirement for management students to showcase their opinions, knowledge and other forms of benefits. The outcome-based education system demands these skills with high priority. Considering the English speaking skills of the respondents, it falls under the range between 3.99 and 2.93, and it indicates that students have a moderate opinion regarding these statements. However, since $p<0.01$, all opinions regarding parameter on judging speaking skills are significantly related.

Reading skills are another vital requirement in the English language, and respondents' average level of acceptance is significant. The respondents believe that factors, such as content evaluation, interpretation skills, critical thinking etc., enhance due to reading. The mean values range between 3.26 and 2.84 are at an acceptable level, and participants have a moderate opinion regarding this statement. However, since $p<0.001$, all the opinions regarding this parameter are significantly related.

Writing skill in English is an important skill to enhance ideas, develop coherent arguments, critical official correspondents, and note-taking skills. The respondents mean values range between 3.60 and 2.76, the statements to judge these skills are significant. Similarly, since $p<0.001$, all the opinions regarding this parameter are significantly related.

Table 3. Descriptive statistics of the outcome variables

Professional Development	Mean	SD	t value	P-value
I use English for professional purposes	3.15	1.266	81.692	< 0.001**
I use English to get a job in Multinational Companies (MNCs)	3.18	1.347	77.577	< 0.001**
I use English to get success in my career	2.74	1.751	51.361	< 0.001**
English communication improves my professional competencies	3.06	1.383	72.675	< 0.001**

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	Mean	SD	t value	P-value
English communication improves professional negotiation skills	3.43	1.502	75.118	< 0.001**
Academic Development	**Mean**	**SD**	**t value**	**P-value**
I use English for writing project reports, letters, proposals, messages, etc.,	3.69	.829	146.095	< 0.001**
I use English for higher/further studies	2.75	1.471	61.524	< 0.001**
English helps me to present my project reports critically	3.76	.859	144.025	< 0.001**
English helps me to interact with my faculty critically	3.77	.775	159.938	< 0.001**
English helps me to obtain international certifications	3.26	1.202	89.074	< 0.001**
I can make presentations at symposiums, conferences, seminars etc., critically	2.84	1.369	68.220	< 0.001**
Personal Development	**Mean**	**SD**	**t value**	**P-value**
I use English for personal satisfaction	3.55	.744	157.076	< 0.001**
I use English for social media	3.12	1.067	96.185	< 0.001**
I use English for social communication	3.17	1.023	101.962	< 0.001**
I use English to evaluate my lingua franca critically	4.41	.783	185.106	< 0.001**
I use English to prove my identity among my peer groups	3.89	.696	183.830	< 0.001**

Note: ** denotes significant at 1% level; Source: Researchers' survey finding

Table 3 depicts the three important outcome variables of the study. Academic, personal and professional developments are the important outcome of various skills, i.e., listening, reading, speaking and writing skills. Since mean and standard deviation of three outcome variables range as follow; professional development is 2.74 to 3.43; ±1.751 to 1.266, academic development is 2.75 to 3.76; ± 1.471 to 0.775, and personal development is 3.12 to 4.41; ± 1.067 to 0.696. These findings indicate that all the four-skills have contributed to enhancing the professional, academic, and personal development of the management students of India and Bahrain.

English is one of the internationally considered and used languages in the area of studies, i.e., India and Middle East countries for various conversation, exchanges of intellectual properties and any other communication purpose, institutions, or any organisations consider this as one of the vital factors required for an individual since participants opined their experience and development in the inculcation of this language. In India, English and Hindi are the national languages to communicate all governmental and institutional communication, even though most states have their unique language. This situation created an atmosphere for all the individuals to acquire English as one of the essential language requirements and

adopted English as one preferred since school education as India is a fast developing economy (Jansi Rani et al., 2019).

On the other hand, in gulf counties, even though Arabic is the state language, English is highly preferred in communicating with foreigners and other business communication, especially in international communication. Gulf since connected to all over the world in business, education, and other activities, the English language is considered a required skill. So, the respondents from this region also gained remarkable development in their professional, personal and academic achievements and developments.

Table 4. Descriptive results of skills and developments and hypotheses results

Skills and Development	Mean	SD	t value	P value
Listening Skills	3.78	.398	312.225	**< 0.001****
Speaking Skills	3.36	.658	167.816	**< 0.001****
Reading Skills	3.09	.748	135.940	**< 0.001****
Writing Skills	3.32	.680	160.353	**< 0.001****
Professional Development	3.11	.986	103.675	**< 0.001****
Academic Development	3.35	.705	155.805	**< 0.001****
Personal Development	3.63	.439	271.279	**< 0.001****

Source: Researchers' survey finding

Table 4 depicts the descriptive statistics of various independent and dependent skills listed in this study. The mean and SD of overall skills, listening, speaking, reading, and writing, range from 3.09 to 3.78; ±0.398 to 0.748. Similarly, professional, academic and personal developments of the respondents through Business English are ranged from 3.11 to 3.63; ± 0.786 to 0.439.

Considering the various literature and variables, the study has proposed three hypotheses. Following are the results, since the value of p<0.001 for all the three variables and results show significant influence on all four skills over dependent factors, all the three-hypothesis accepted.

H1: Listening, Speaking, Reading and Writing skills positively impact the Professional Development of Management Students: Accepted

H2: Listening, Speaking, Reading and Writing skills positively impact the Academic Development of Management Students: Accepted

H3: Listening, Speaking, Reading and Writing skills positively impact the Personal Development of Management Students: Accepted.

Table 5. Regression Coefficients Result

Model	UC B	UC S.E	SC B	t	Sig	UC B	UC S.E	SC B	t	Sig.	UC B	UC SE	SC B	t	Sig.
(Constant)	2.24	.133		16.84	.00	.015	.166		.089	.93	-1.84	.255		-7.21	.000
LS	.173	.033	.157	5.27	.00	.115	.041	.065	2.82	.02	.454	.063	.184	7.22	.000
SS	.171	.020	.256	8.51	.00	.269	.025	.252	10.80	.00	.219	.038	.146	5.69	.000
RS	.030	.018	.051	1.67	.09	.451	.022	.478	20.05	.00	.458	.035	.348	13.22	.000
WS	.019	.020	.029	.97	.33	.180	.024	.173	7.41	.00	.326	.037	.225	8.72	.000

Source: Researchers' survey finding

In order to establish the impact, each skill has the dependent variable (Personal Development); the study checked the standardized coefficients. Table 5 shows that all the independent variables have a statistically significant effect on the dependent except Writing Skills since its p-value is below the alpha level, which is 0.01. Considering the standardized beta coefficients, the strongest predictor of the dependent variable is speaking and listening skills (0.256 and 0.157), respectively, followed by reading skills with 0.051. From these results, one can deduce that speaking skills are the major contributor to overall personal development; this implies that a one-unit increase in speaking skills would lead to 0.216 unit (or 21.6%) increased in personal development.

In order to establish the impact, each skill has the dependent variable (Academic development); the study checked the standardized coefficients. The above table shows that all the independent variables have a statistically significant effect on the dependent since its p-value is below the alpha level, which is 0.01. Considering the standardized beta coefficients, the strongest predictor of the dependent variable is reading and speaking skills (0.451and 0.269), respectively, followed by writing and listening skills with 0.180 and 0.115. From this result, one can deduce that reading skills are the major contributor to overall academic development; this implies that one unit increase in reading skills would lead to 0.451 unit (or 45.1%) increased academic development.

Each skill has the dependent variable (Professional development); the study checked the standardized coefficients. The above table shows that all the independent variables have a statistically significant effect on the dependent since its p-value is below the alpha level, which is 0.01. Considering the standardized beta coefficients, the strongest predictor of the dependent variable is reading and writing skills (0.348 and 0.225), respectively, followed by listening and speaking skills with 0.184 and 0.146. From this result, it can be understood that reading skills are the major contributor to overall academic development; this implies that an increase of one unit in reading skills would lead to 0.348 unit (or 34.8%) increase in professional development.

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Discussion

The transferable and problem-oriented skills of English language learning contribute remarkably to management education. Since English is one of the languages in India and a considerable language in Bahrain, both countries have familiarity and acceptance for the English language. A very distinct – but critically valuable – facet of accessing knowledge concerns understanding scientific findings and transmitting them significantly to people who are apt to be influenced by these findings since English plays numerous starring roles in growth. For example, strategic application of this language improves individuals' scope for employability and facilitating global alliance and cooperation. It is offering entry to research and knowledge. It is enabling the worldwide social mobility of students, travelers, employees, and others. The results of the present study align with the results of Thavabalan et al. (2021) in some points; they have conducted the study among the professionals working in printing industry (Thavabalan et al., 2021). However, the present research differs from the above study as it discusses only about the professionals but the current discuss the influence of Business English in academic, personal and professional. A similar study was conducted by Hariharasudan et al. (2017) considering the engineering to students (Hariharasudan et al., 2017). Though the results of the above study almost align with the present research, it differs in terms of sample population. The present research considers the management students of India and Bahrain. The strategic implication of this language enhanced various industrial communication skills and performance (Kornelsen et al., 2016). The past research states that various countries have successfully achieved their strategic goals in different situations by adopting Business English into their strategic educational planning (Butler & Iino, 2005). The results of this study confirm the past research outcome on strategic adoption of the English language in various organizational performances(Andrade et al., 2019). The implication of Business English using LSRW skills will definitely enhance the academic, personal and professional development of future managers.

Conclusion

Language is one of the essential parts of skills individuals must adopt in their life skills. English is one such language people use for their communication and various other commercial purposes. Hence considering this importance, the present study has undertaken to find the level of four key skills, listening, speaking, reading and writing, influence personal, academic, and professional development of management students of India and Bahrain. The study results revealed that all these four skills have a strong correlation and influence on these developments. Considering the importance of LSRW skills, the researchers suggest that the management of academic institutions should focus on these skills, as employability is one of the essential elements to be considered as the outcome of education. Since business communication is considered the most important skills expected from job

seekers, institutions need to enhance and develop programs, enhancing their managerial communication. The implementation of the present study reveals from the results that Business English focusing on LSRW helps the management of academic institutions and management students to perform well to compete with globally connected society. In addition to the above implementation, the management students are the future managers of any enterprises. By understanding the findings of the study, the management students should give importance to Business English to equip themselves to industry-ready. Thus, the above implementations based on the present study results enhance the overall quality of communication in terms of academic, personal and professional developments of future managers. However, it is not too far to the present managers as well; they can also learn Business English using LSRW to perform effectively in their current job.

The limitation of the study is that the study collected data from those studying management educations in the specific states of India, such as Tamil Nadu, Andhra Pradesh, Karnataka and Kerala, and Bahrain. This limitation gives the direction for future research, and it is recommended that the same study can be conducted in other states of India and GCC nations by increasing sample size, and the same variables can be used for other education areas like Engineering, Medical, Social Sciences, Humanities, Arts, Science, Computer Science and Pharmaceutical Sciences. The same study can be conducted by taking samples in various economies also. Besides, it also recommends that the future researchers may conduct a qualitative study among the management students of different countries and compare the same. It would give more exciting results.

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STRATEGICZNY WPŁYW ANGIELSKIEGO BIZNESU NA ZARZĄDZANIE KSZTAŁCENIEM

Streszczenie: Język angielski jest środkiem nauczania w większości instytucji edukacyjnych na całym świecie. Pomaga studentom w przygotowaniu do przemysłu. Celem pracy jest zbadanie wpływu Business English wśród studentów zarządzania z poszczególnych stanów Indii i Bahrajnu. Zaprojektowany model badania odnajduje związki między słuchaniem, mówieniem, czytaniem, pisaniem, rozwojem zawodowym, rozwojem naukowym a rozwojem osobistym i zostały uznane za zmienne egzogeniczne i endogeniczne. W metodologii badania przyjęto dogodną metodę doboru próby. Badanie pilotażowe zostało przeprowadzone przed przeprowadzeniem rzeczywistej ankiety. Do analizy uwzględniono dane 396 respondentów po odrzuceniu niepełnych odpowiedzi. Dane analizowano za pomocą testu t i współczynników regresji. Niniejsze badanie wykazało, że rozwój akademicki i osobisty ma znaczący wpływ na rozwój zawodowy jednostki. Umiejętności przekształcania języka angielskiego uczniów mają niezwykły wpływ na rozwój zawodowy. Kierunki przyszłych badań są podane do prowadzenia w różnych krajach przy użyciu tego samego modelu.

Słowa kluczowe: edukacja menedżerska, LSRW, angielski biznesowy, rozwój zawodowy, rozwój osobisty, rozwój akademicki.

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商务英语对管理教育的战略影响

摘要:英语是世界上大多数教育机构的学习媒介。它帮助学生为行业做好准备。本研究的目的是检验商务英语对来自印度和巴林特定州的管理专业学生的影响。该研究的设计模型发现了听、说、读、写、专业发展、学术发展和个人发展之间的关系,并将它们视为外生变量和内生变量。研究方法采用便利抽样法。在进行实际调查之前进行了试点研究。在拒绝不完整的回答后,396名受访者的数据被考虑进行分析。数据通过t检验和回归系数进行分析。本研究发现,学术和个人提升对个人的专业发展有重大影响。学生在英语语言方面的可转换技能对专业发展产生了显着影响。未来研究的方向是在不同的国家使用相同的模型进行。

关键词:管理教育, LSRW, 商务英语, 专业发展, 个人发展, 学术发展