

# **Impact of Artificial Intelligence Exposure on Employability Readiness of Management Students**

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## **Abstract**

The increasing use of artificial intelligence (AI) in today's quickly evolving corporate environment has made it crucial for students to be ready for jobs using technology. The purpose of this study is to ascertain management students' understanding, proficiency, and preparedness for AI and its use in the business world. Using a standardised questionnaire, 35 management students in the Vasai-Virar region provided primary data for the study, which was supported by current secondary sources. The results demonstrate that students' practical abilities and preparedness are still at a moderate level, despite the fact that they are typically aware of AI and have a good attitude toward its importance. A lot of students stress a drive for additional training and hands-on experience because they believe that academic learning and industrial expectations are not aligned. The study concluded that in order to better prepare students for future employment responsibilities, skill-based learning must be strengthened and more opportunities for practical experience must be provided.

**Keywords:** Artificial Intelligence, Employability, Management Students

## **Introduction**

Artificial Intelligence (AI) is playing an increasingly crucial role in modern corporate management by enabling businesses to automate regular operations, analyse enormous volumes of data, and make faster, more informed decisions. AI tools assist crucial areas such as marketing, operations, and customer service, allowing businesses to increase productivity, cut costs, and provide customized client experiences. By integrating AI into their management systems, firms may adapt faster to market developments and acquire a competitive advantage in the digital economy (Gupta R. et al, 2023).

Adoption of AI in corporate management also presents a number of issues that require close consideration. Lack of technical know-how, hazards to data security and privacy, and ambiguous legal and regulatory frameworks are problems that many organisations deal with. These issues emphasise the necessity of appropriate training, robust data-protection procedures, and responsible governance of AI systems in order to get their benefits in corporate management without risking organisational safety or ethical norms (Gupta R. et al, 2023).

AI is changing how businesses develop, going beyond simple automation to completely alter business models and strategic decision-making procedures. emphasise how AI fosters innovation by facilitating quicker product creation, more rapid responses to market needs, and smarter data-driven decision-making, all while posing new organisational and ethical issues. In order for AI to enable ethical and sustainable corporate growth rather than just replace manual jobs, it highlights the necessity for organisations to improve technical capabilities, link AI with long-term innovation goals, and create explicit governance frameworks Machucho & Ortiz (2025).

Adopting AI requires preparing personnel, systems, and organisational culture in addition to utilising new technology. It draws attention to the difficulties that many organisations encounter as a result of a shortage of qualified experts who can comprehend and effectively use AI. This demonstrates the growing demand for workers who are prepared for AI and possess fundamental digital skills, problem-solving abilities, and the flexibility to adjust to new technologies. For businesses to successfully integrate AI and maintain their competitiveness, it is crucial that employees acquire these capabilities (Palade M. et al, 2023)

AI-related abilities like data handling, digital awareness, and problem-solving are becoming crucial for increasing graduates' employability in today's quickly changing labor market. Employers are searching more and more for applicants who can help improve organisational decision-making and adjust to new technology. It renders management students a crucial group to research since they are anticipated to work in positions requiring strategic decision-making, planning, and analysis as future professionals. Therefore, giving students AI-related skills can improve their preparedness for contemporary workplaces and expand their employment options (Ramos et al, 2025).

## **Review of Literature**

Artificial intelligence has been used more and more in education, particularly in higher education, where it enhances teaching strategies, facilitates personalised learning, and increases student engagement. According to studies, AI tools can support teachers in tracking student progress and giving timely feedback while also allowing students to learn at their own pace. However, difficulties including inadequate training and low awareness among educators and students continue to restrict its successful execution (Schmidt, 2025).

By changing the skills needed in the job marketplace, artificial intelligence is also having a big impact on employability. According to research, while AI automates repetitive jobs, it also creates new job opportunities that require higher-level abilities like technological knowledge, flexibility, and critical thinking. Therefore, graduates with knowledge of AI and related technologies have a higher chance of resulting in a better job than graduates with only traditional skills (Dos Santos & Gomes, 2023).

In keeping with these developments, it is now more crucial than ever to be prepared for future employment. In some reports, the need for ongoing education and upskilling is being driven by the increasing integration of AI across businesses. To stay relevant in the changing workplace, people are increasingly required to acquire soft skills like problem-solving and adaptability in addition to technical knowledge (OECD, 2023).

Past research on AI and skill development has primarily focused on general or vocational undergraduates. There is little attention paid to management students, who are expected to take on decision-making and leadership roles in organisations. This gap emphasises the need for dedicated research on how well management students are prepared to address AI-driven workplace expectations and how their skill preparation can be improved Agrawal & Ashraf, 2025).

For the purpose to stay relevant in the current workplace, it is crucial to build both technical and human skills in addition to AI expertise. In order to study, employees still need to have strong

critical thinking, creative, and communication abilities in order to use AI effectively, even though technology can help with productivity and decision-making. This implies that employability now depends on a well-rounded mix of digital and soft skills rather than just technical proficiency. In order to thrive in future employment roles, students—especially those in management—must be ready to combine their expertise of AI with their managerial and interpersonal skills (World Economic Forum, 2023).

## Research Gap

The use of AI is being used more and more in businesses, the majority of learners still lack the required skills and real-world experience needed to engage with these technologies. There is a clear difference between what is taught in academic programs and what the market actually expects, especially when it comes to practical experience and application-based learning. The question of whether management students, who will make decisions in the future, are sufficiently prepared to handle AI-driven work tasks is raised by this circumstance. As a result, it becomes essential to evaluate their preparedness and pinpoint areas that need development (OECD, 2023; Dos Santos & Gomes, 2023).

## Objectives

1. To find out the level of awareness of AI among management students
2. To evaluate students' skills related to AI tools and technologies
3. To examine how students see artificial intelligence in business related careers.
4. To identify gaps between required and existing AI competencies
5. To recommend ways to increase management students' preparedness for AI

## Methodology

This study adopts a descriptive and analytical research design to examine the level of AI readiness among management students. The descriptive approach helps in understanding students' awareness, skills, and perceptions related to AI, while the analytical aspect focuses on identifying gaps and interpreting the findings. The target population consists of students enrolled in BMS and MMS programs. For the primary research, a sample of around 35 students from the Vasai–Virar region is selected using a convenient sampling technique based on accessibility. Primary data is collected through a structured questionnaire covering aspects such as AI awareness, skills, and perceptions toward its role in corporate jobs. In addition, secondary data is collected from research papers and journals published in the last five years to provide updated insights and strengthen the overall analysis.

## Findings and Interpretation

The descriptive analysis shows that most respondents are male and fall in the 20–22 age group. A higher number of students are from BMS and MMS courses, with representation across all years of study. It is also observed that a majority of students have attended training or workshops related to advanced technologies, indicating some level of exposure among respondents.

### Table 1: AI Awareness

AI Awareness	Frequency	Percentage
Strongly Disagree	3	8.6%
Disagree	5	14.3%
Neutral	10	28.6%
Agree	12	34.3%
Strongly Agree	5	14.3%
<b>Total</b>	35	100%

Source: Primary Data computed using SPSS 21.

Most students fall in the “Agree” (34.3%) and “Neutral” (28.6%) categories, showing that they have a basic understanding of AI but are not highly confident about it. A smaller group strongly agrees, while some students still disagree, indicating that awareness levels are moderate and need improvement.

**Table 2: AI Skill**

AI Skill	Frequency	Percentage
Strongly Disagree	4	11.4%
Disagree	6	17.1%
Neutral	12	34.3%
Agree	9	25.7%
Strongly Agree	4	11.4%
<b>Total</b>	35	100%

Source: Primary Data computed using SPSS 21.

The highest responses are in the “Neutral” (34.3%) and “Agree” (25.7%) categories, which means students feel they have some level of skills but are not very confident. The presence of responses in “Disagree” and “Strongly Disagree” suggests that many students still lack practical experience with AI tools.

**Table 3: Perception toward AI**

Perception	Frequency	Percentage
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Positive	20	57.1%
Neutral	10	28.6%
Negative	5	14.3%
<b>Total</b>	35	100%

Source: Primary Data computed using SPSS 21.

The majority of students (57.1%) have a positive perception towards AI, while 28.6% are neutral and only 14.3% have a negative view. This shows that most students are open to AI and believe it is beneficial for their future careers.

**Table 4: Technology Learning Experience**

Learning	Frequency	Percentage
Yes	22	62.9%
No	13	37.1%
<b>Total</b>	35	100%

Source: Primary Data computed using SPSS 21.

The table 4. indicates that 62.9% of students have attended training or workshops related to technology, while 37.1% have not. This suggests that although many students have some exposure, a significant number still lack formal training opportunities.

**Table 5: Readiness for AI-driven Jobs**

Job Readiness	Frequency	Percentage
Ready	9	25.7%
Somewhat Ready	17	48.6%
Not Ready	9	25.7%
<b>Total</b>	35	100%

Source: Primary Data computed using SPSS 21.

The results show that 48.6% of students feel somewhat ready for AI-driven jobs, while only 25.7% feel fully ready and another 25.7% feel not ready at all. This indicates that most students are not completely prepared and highlights the need for further skill development and training.

**Table 6: Industry Requirements**

<b>Industry Requirements</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Gap between industry requirements and curriculum	Yes	24	68.6%
	No	11	31.4%
Need for additional training/workshops	Yes	27	77.1%
	No	8	22.9%
<b>Total</b>		35	100%

Source: Primary Data computed using SPSS 21.

The table 6. shows that a majority of students believe there is a gap between industry requirements and what is taught in their course. It is also clear that most students feel the need for additional training and workshops to improve their readiness for future jobs. This highlights the importance of practical exposure and skill development.

## **Findings**

The study finds that most management students have a basic to moderate understanding of AI and its use in the workplace. Students generally have a positive attitude towards AI and believe it will be important for their future careers, few are not fully confident in their ability to work with innovative tools. It is also observed that a large number of students feel there is a gap between what they learn in their courses and what is expected in the industry. The majority of students believe that they need more training and practical exposure to improve their readiness for future jobs.

## **Suggestions**

1. Colleges must consider greater importance on practical learning rather than just theoretical information.
2. Regular workshops, seminars, and training programs for newly developed technology should be organised.
3. Students should be encouraged to spend time on internships and real-world projects.

## **Conclusion**

The management students are aware of AI's growing importance and have a positive view regarding its role in the workplace. However, their practical abilities and readiness to work in AI-powered workplaces remains restricted. Most of the students believe that their current curriculum

falls short of meeting market requirements, leaving a gap between knowledge and application. This emphasises the importance of greater practical learning, updated course content, and ongoing skill development in order to ready students for current workplaces.

The future research can be enhanced by using a larger sample size and encompassing students from various academic backgrounds and geographical locations. The beneficial effects of particular training courses, internships, or curricular modifications in raising students' AI preparedness can also be investigated in future research. A greater knowledge of how educational systems might better match industrial demands can also be obtained by comparing preparedness levels across various fields or institutions (World Economic Forum, 2023).

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