

Critical Literature Review

the Impact of Artificial Intelligence on Business Students' Career

Path

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Executive Summary

This report aims to critically review existing literature on the impact of Artificial Intelligence on the career paths of business students. It focus on how AI influences students' career planning, skill development, and perceptions of future employability. The review is structured into three main sections. The first introduces the concept of critical literature review, explaining its definition, purpose, and relevance to this research topic. The second section presents a bibliography of selected literature in the form of a table. Each entry includes a summary of the source, key findings, relevant keywords, and its contribution to the research. highlighting key themes and findings through a thematic approach. The third section reflects on the overall progress of the literature review, summarising insights gathered during the review process.

The review finds that AI has largely influenced the business job market, resulting in both opportunities and uncertainties for business students. On one hand, AI increases efficiency and creates new job categories, demanding digital and analytical skills. On the other hand, it raises concerns about job displacement, the relevance of traditional business education, and the need for constant skill adaptation. Educational institutions are under pressure to update curricula to meet changing employer expectations and to prepare students for AI-integrated workplaces. Most existing studies have examined the technological and economic implications of AI, while fewer have focused specifically on how business students perceive these changes and adjust their career paths. Based on this gap, the guiding research question for further exploration is: How does AI influence business students' perception of their career readiness and long-term employability?

Future research will focus on collecting more empirical studies and possibly conducting qualitative interviews to understand students' real-life responses to AI developments. This will help enrich the literature by providing insights into the subjective and evolving nature of student experiences in the age of AI.

Key words: Artificial Intelligence; Career paths; Skill development; Business Student

Part 1

1.1 The Definition of Literature Review

In short, a literature review is a comprehensive summary and critical analysis of existing research, theories, and scholarly works related to a specific topic (Jesson, J. K. et al., 2006). As scholars and their audiences increasingly emphasize standards of evidence, expectations for the quality of literature reviews have also become more prominent (Pautasso, M., 2019). A well-crafted review identifies key concepts, trends, gaps, and debates within the academic field. It allows readers to quickly grasp the research objectives and understand why specific studies were selected for inclusion (Onwuegbuzie, A. J., & Frels, R., 2016).

For a literature review to be really useful, it should not only describe previous studies. Usually, it uses a clear method—like PRISMA—for finding and choosing relevant papers (Booth et al., 2021). Also, it needs to cover important works in the field, such as basic theories, main viewpoints from scholars, and new research trends. What is more important is critical thinking: after reading a lot, a good review will bring together different opinions, point out weak parts in existing research, give fresh ideas, and help guide future studies (Rampersad, 2020).

1.2 The Purpose of Critical Literature Review

1.21 To Provide an Overview of the Field

By analysis and summary of existing literature, a critical review gives readers a full, clear, and coherent picture of a certain field, and also helps readers find the missing pieces in this picture. This is very helpful for people who are still not very familiar with the field to quickly understand its current situation, key concepts, theoretical foundations, and future research directions (Pautasso, M., 2019).

1.22 To Identify Gaps and Underexplored Areas

By fully reading previous studies in a field, a critical review can help researchers find

inconsistencies between conclusions of existing research, discover gaps in the literature, and also provide valuable angles for future studies. Finding these research gaps not only can show the limitations of current work, but also gives chances for future research to make meaningful contributions(Rampersad, 2020).

1.23 To Build a Solid Foundation for Future Research

By fully studying past research in a field, a good critical literature review can lay the base for new studies by giving a thorough understanding of what has already been explored (Jesson, J. K. et al., 2006). With that map in hand, researchers can see exactly where their own work fits into the wider field and plan their study so it follows directly from what's already known.

1.24 To Clarify the Researcher's Own Perspective

Engaging critically with the literature allows researchers to reflect on various scholarly viewpoints, assess their relevance and validity, and ultimately articulate their own stance more clearly. This critical engagement strengthens the rationale for the research and helps to distinguish the author's unique contribution from prior work.

1.3 The Significance of the Literature Review

A literature review is the first step in any research. It lays out the basic ground we need for solid and careful study (Munn et al., 2018). Rather than just listing what others have done, it describes each work, brings together similar ideas, and looks closely at strengths and weaknesses. In doing so, the researcher learns the field well and can spot what is missing, what still divides opinion, and what new topics are rising.

In this study of how Artificial Intelligence affects business students' career paths, the review has a key role. It shows how AI is changing the job market, shapes how students view their chances of getting hired, and points out the new skills that are in demand (Zhai et al., 2021). By looking carefully at what we already know, the review confirms known points—like the growing need for digital and analytical skills—and finds gaps, especially the lack of studies on how students feel and adapt to AI changes (Wagner et al., 2022).

A good literature review also gives us the background we need, shows why our topic matters, and proves that past findings are trustworthy (Onwuegbuzie & Frels, 2016). From there, we set a clear question: How does AI shape students' views on being ready for work and their long-term job prospects? This question builds on earlier work but focuses on students' own experiences, filling a gap in current research.

Finally, the review guides our theory and methods. It helps us choose the right ideas to form our framework and decide what to ask in interviews. This move—from a broad overview to focused, evidence-based study—makes our research both solid in theory and useful for understanding how AI is changing education and careers (Khan et al., 2022).

1.4 The content of Literature Review

1.41 Approaches to Literature Review

Traditional literature review gives a wide look at past research without a strict method. It lets researchers pick, describe, and critique key studies. This can help with big ideas and theory, but it may be biased because the choice of papers is not systematic.

Systematic literature review uses a clear and open process to find, judge, and combine studies on one topic. It sets rules on what to include or leave out, follows a set search plan, and works to cut bias. This method is trusted in fields like business or social science. It is strong and repeatable but takes a lot of time and care to do right (Munn et al., 2018). **Scoping review** aims to map main ideas, themes, and gaps in a wide field. It does not judge the quality of each study but shows what research is out there. This is useful for new or growing topics, giving a first look before a deeper review (Dodgson, J. E., 2021). However, it cannot dig very deep into each study. **Mapping review** sorts and shows how research is spread across a field. It groups studies by method, theme, or discipline to spot trends and areas with little work. While this helps organize research clearly, it does not explore findings in depth or draw strong conclusions. **Meta-analysis** is a number-based method that joins data from many studies to find patterns and general results. It gives powerful proof when the data match and are similar. But it needs studies with the same methods and does not work for most qualitative research (Sauer, P. C., & Seuring, S., 2023).

To study how AI affects business students' career paths, these review types each help in a different way. A traditional review gives theory and broad views but may be one-sided. A systematic review adds rigor and trust, good for tracking trends. Scoping and mapping reviews point out key themes and gaps. Meta-analysis is strong but less fit here, since much AI research on students is not in numbers.

1.42 Steps to Conduct A Literature Review

A thorough literature review is an important part of any academic study. It gives the basic background and context for the research (Sauer, P. C., & Seuring, S., 2023). It follows a clear but flexible process that lets researchers look closely at what is already known, find gaps, and set their own study path. To do a good literature review, at first researchers need to define the research question and topic. Next is to set clear rules about which studies to include or leave out, such as limits on publication type, dates, or research methods (Ridley, D., 2012). With these rules in place, researchers search trusted databases using keywords to gather relevant papers. Then is screen these papers by reading titles, abstracts, and full texts to make sure they match your research goals (Dodgson, J. E., 2021).

For the studies selected on the Impact of Artificial Intelligence on Business Students' Career Path, it is important to do more than just summarize. Analyzing and combining findings—by identifying key themes, theories, methods, and gaps in how AI shapes students' career paths—is crucial. This critical work helps map out what is already known about AI's role in business education, highlights ongoing debates, and positions the current research within that broader discussion (Singh, 2017).

Finally, the critical review is presented in a clear and organized format, typically with an introduction, a main body arranged by themes or concepts related to AI's influence on career development, and a conclusion that summarizes findings and suggests directions for future research. Through this structure, the review not only brings together existing knowledge on AI's impact on business students' career paths but also opens new avenues for study, making it a genuine scholarly contribution (Wee & Banister, 2016).

1.5 Conclusion

In conclusion, carrying out a critical review on the Impact of Artificial Intelligence on Business Students' Career Path to uncover future research gaps is crucial for understanding how AI shapes business education and career planning. The insights gained will help educational institutions, industry leaders, and policymakers prepare the next generation of business professionals for a fast-changing world.

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Part 2- An Annotated Bibliography

NO	Author(s)	Year	Type	Title	Aim/Objective	Notes	Keywords
1	Tominc, P., & Rojman, M.	2023	Journal Article	Artificial intelligence and business studies: study cycle differences regarding the perceptions of the key future competences	To examine differences in students' perceptions of future competencies influenced by AI across study cycles.	The study explores perceptions of future competencies shaped by AI among undergraduate and postgraduate students, highlighting significant differences between study cycles. Findings suggest curriculum adaptation is needed to meet evolving digital skill demands.	AI, business studies, competencies, education
2	Xu, J. J., & Babaiian, T.	2021	Journal Article	Artificial intelligence in business curriculum: The pedagogy and learning outcomes	To explore the integration of AI into business education and its effect on pedagogy and learning outcomes.	This paper introduces a pedagogical framework for integrating AI into business curricula, emphasizing practical learning outcomes, such as problem-solving and decision-making with AI tools. It supports curriculum reform to align with industry expectations.	AI, pedagogy, business curriculum, learning outcomes
3	Abdelwahab, H. R., Rauf, A., & Chen, D.	2023	Journal Article	Business students' perceptions of Dutch higher educational institutions in preparing them for artificial intelligence work environments	To assess students' views on how well Dutch HEIs prepare them for AI-related careers.	The study investigates how well Dutch higher education institutions prepare business students for AI-integrated work environments. It uncovers a mismatch between students' expectations and actual preparedness, calling for more experiential AI learning approaches.	AI, student perceptions, Dutch education, employability
4	Surugiu, C., Grădinaru, C., & Surugiu, M. R.	2024	Journal Article	Artificial intelligence in business education: Benefits and tools	To identify key benefits and tools of AI in business education.	Authors review various AI tools used in business education and assess their effectiveness in improving learning efficiency and engagement. The paper provides recommendations for educators on selecting appropriate technologies to enhance teaching.	AI tools, business education, benefits
5	Duffett, R., Zaharia, R. M., Edu, T., Constantine scu, R., & Negricea, C.	2024	Journal Article	EXPLORING THE ANTECEDENTS OF ARTIFICIAL INTELLIGENCE PRODUCTS' USAGE: THE CASE OF BUSINESS STUDENTS	To analyze the factors influencing AI product usage among business students.	This research identifies psychological, educational, and environmental factors influencing business students' use of AI products. It emphasizes the importance of attitudes, awareness, and perceived usefulness in promoting AI adoption.	AI usage, antecedents, business students
6	Sollosy, M., & McInerney, M.	2022	Journal Article	Artificial intelligence and business education: What should be taught	To define essential AI-related content for business education.	This article outlines essential AI knowledge and competencies business students should acquire. It proposes integrating real-world cases and AI software training into courses, helping students become proficient in applying AI tools in business scenarios.	AI education, business curriculum, teaching content
7	Somia, T., & Vecchiarini, M.	2024	Journal Article	Navigating the new frontier: the impact of artificial intelligence on students' entrepreneurial competencies	To study the impact of AI on students' development of entrepreneurial competencies.	The paper discusses the transformative role of AI in developing students' entrepreneurial competencies, including creativity, adaptability, and opportunity recognition. It suggests curriculum enhancements to foster these competencies through AI-based simulations and projects.	AI, entrepreneurship, student competencies
8	Mumtaz, S., Carmichael, J., Weiss, M., & Nimmon-Peters, A.	2025	Journal Article	Ethical use of artificial intelligence based tools in higher education: are future business leaders ready?	To examine future business leaders' readiness to ethically use AI tools.	The study evaluates whether future business leaders possess the ethical awareness needed to use AI tools responsibly. It calls attention to ethical dilemmas in AI application and stresses the need for ethics training in business education.	AI ethics, higher education, business students
10	Stine, J., Trumbore, A., Woll, T., & Sambucetti, H.	2019	Report	Implications of artificial intelligence on business schools and lifelong learning	To assess the long-term implications of AI for business school education.	This article develops a predictive model using AI and fuzzy logic to assess college students' entrepreneurial potential. It highlights the value of combining AI with decision-making theories to support educational and career guidance.	AI, lifelong learning, business schools
11	Huang, Z., & Liu, G.	2021	Journal Article	Prediction model of college students entrepreneurship ability based on artificial intelligence and fuzzy logic model	To create a model predicting students' entrepreneurial ability using AI and fuzzy logic.	The study explores multiple factors such as motivation, access to resources, and perceived relevance that shape business students' attitudes toward adopting AI. It suggests targeted interventions to improve readiness and reduce resistance to AI integration.	AI, fuzzy logic, entrepreneurship prediction
12	Bati, S., Rokaya, N. S., Sherpa, N. C., & Gupta, R.	2024	Journal Article	Factors Influencing Attitude towards Adaptation of AI among Business Students	To identify what shapes business students' attitudes toward AI adoption.	Examines motivational and environmental influences on student openness to AI technologies.	AI adaptation, student attitude, influencing factors

No	Author(s)	Year	Type	Title	Aim/Objective	Notes	Keywords
13	Biclesanu, I., Savastano, M., Chinie, C., & Anagnoste, S.	2023	Journal Article	The role of business students' entrepreneurial intention and technology preparedness in the digital age	To examine how entrepreneurial intentions and technological readiness influence students in the digital age.	This study links students' digital preparedness with entrepreneurial intention, suggesting that a proactive mindset and tech-savviness are crucial for navigating the evolving business landscape. It provides implications for both curriculum design and institutional support in fostering these competencies.	entrepreneurial intention, technology readiness, business students
14	Kaya, M. F., Zirnig, C., Blaurock, M., Zechiel, F., & Schoop, M.	2023	Conference Paper	An Integrative Model of AI Competencies for Business Students and Where to Acquire Them	To propose a model outlining essential AI competencies and appropriate acquisition contexts for business students.	The paper develops a holistic model of AI competencies, distinguishing between technical, ethical, and strategic skill sets. It maps where and how these competencies can be developed—inside and outside formal education—offering guidance for curriculum planning and lifelong learning strategies.	AI competencies, business students, educational model
15	Alekseeva, L., Azar, J. G., Giné, M., Samila, S., & Taska, B.	2021	Journal Article	The demand for AI skills in the labor market	To quantify and analyze the labor market demand for AI-related skills.	The article uses labor market data to identify growing demand for AI competencies across sectors. It highlights specific technical and analytical skills, revealing trends that emphasize the importance of aligning education with market needs.	AI skills, labor market, demand analysis
16	Squicciarini, M., & Nachtigal, I. H.	2021	Working Paper	Demand for AI skills in jobs: Evidence from online job postings	To analyze trends in AI-related job postings and derive insights about required skills.	This OECD paper mines large datasets of job ads to uncover real-world demand for AI skills. It provides insights into how skill requirements vary by industry and country, informing education and policy reform.	AI demand, job market, OECD, online job postings
17	Rigley, E., Bentley, C., Krook, J., & Ramchurn, S. D.	2024	Journal Article	Evaluating international AI skills policy: A systematic review of AI skills policy in seven countries	To assess AI skills policy frameworks across seven countries.	Through systematic policy analysis, the paper highlights diverse national approaches to fostering AI skills. It points out best practices and gaps, emphasizing coordinated efforts between governments, academia, and industry.	AI skills, international policy, systematic review
18	Cramarencu, R. E., Burcă-Voicu, M. I., & Dabija, D. C.	2023	Journal Article	The impact of artificial intelligence (AI) on employees' skills and well-being in global labor markets: A systematic review	To systematically assess how AI affects skills and well-being of workers worldwide.	The study synthesizes evidence from global labor markets to evaluate how AI changes required competencies and impacts employee well-being. It advocates for holistic workforce strategies combining skill development with psychological support.	AI, workforce skills, well-being, labor markets
19	Colombo, E., Mercorio, F., & Mezzanatica, M.	2019	Journal Article	AI meets labor market: Exploring the link between automation and skills	To investigate the interaction between AI-driven automation and skill transformation.	The paper examines which job types are most affected by AI and automation, highlighting the emergence of hybrid roles requiring both technical and soft skills. It emphasizes re-skilling as a critical priority.	AI, automation, labor market, hybrid skills
20	Pham, L., O'Sullivan, B., Scantamburlo, T., & Mai, T.	2024	Conference Paper	Addressing Digital and AI Skills Gaps in European Living Areas: A Comparative Analysis of Small and Large Communities	To compare AI skill gaps across different European community sizes.	The paper compares urban and rural disparities in AI skill development, identifying barriers and enablers in diverse living contexts. It calls for location-sensitive digital education policies.	AI skills, Europe, urban-rural divide, education policy
21	Morandini, S., Fraboni, F., De Angelis, M., Puzzo, G., Giusino, D., & Pietrantonio, L.	2023	Journal Article	The impact of artificial intelligence on workers' skills: Upskilling and reskilling in organisations	To analyze how organizations are managing upskilling and reskilling amid AI transformation.	The article provides case-based insights into corporate strategies for AI-related skill transitions. It emphasizes the role of internal training, adaptability, and organizational culture in successful reskilling efforts.	upskilling, reskilling, AI, organizational strategy
22	Sostero, M., & Tolan, S.	2022	Working Paper	Digital skills for all? From computer literacy to AI skills in online job advertisements	To trace the evolution of digital skill demands in online job ads.	The authors examine shifts from basic digital literacy to advanced AI capabilities, mapping how employer expectations have evolved. The study guides educational institutions in designing forward-looking digital skill programs.	digital skills, AI, job ads, skill evolution
23	Manca, F.	2023	Working Paper	Six questions about the demand for artificial intelligence skills in labour markets	To address key questions about AI skill demand in modern labor markets.	The report frames six critical questions around AI skill demand, drawing from data trends and policy discussions. It provides a compact but comprehensive synthesis useful for educators, policymakers, and employers.	AI skills, labor market, education policy
24	Hutson, J., & Ceballos, J.	2023	Journal Article	Rethinking education in the age of AI: the importance of developing durable skills in the Industry 4.0	To argue for the prioritization of durable, transferable skills in AI-era education.	The paper contends that foundational and human-centric competencies—like critical thinking and creativity—must be emphasized alongside technical AI skills. It advocates for a balanced and long-term educational vision.	durable skills, AI education, Industry 4.0
25	Bankins, S., Hu, X., & Yuan, Y.	2024	Journal Article	Artificial intelligence, workers, and future of work skills	To review the evolving skill requirements due to AI in the future workplace.	This review article synthesizes insights on future skill needs, highlighting adaptability, collaboration, and digital fluency as key survival skills in AI-augmented work environments.	future skills, AI, workplace transformation

No	Author(s)	Year	Type	Title	Aim/Objective	Notes	Keywords
26	Chuang, S.	2024	Journal Article	Indispensable skills for human employees in the age of robots and AI	To identify critical skills employees need in a technology-driven workplace.	This article emphasizes interpersonal, emotional, and cognitive flexibility as key human skills for thriving in AI-augmented environments. It offers recommendations for upskilling initiatives and educational interventions.	human skills, robots, AI workplace, training
27	Ng, D. T. K., Leung, J. K. L., Su, J., Ng, R. C. W., & Chu, S. K. W.	2023	Journal Article	Teachers' AI digital competencies and twenty-first century skills in the post-pandemic world	To examine teachers' digital competencies and 21st-century skills post-pandemic.	The paper evaluates educators' preparedness to use AI and digital tools effectively. It stresses the need for continuous professional development aligned with rapidly evolving educational technologies.	digital competence, AI, teachers, post-pandemic education
28	Dolev, N., & Itzkovich, Y.	2020	Book Chapter	In the AI era, soft skills are the new hard skills	To argue for the increasing importance of soft skills in the AI-driven world.	This chapter highlights how empathy, collaboration, and adaptability are becoming as essential as technical skills. It advocates for integrating soft skill development in educational and corporate settings.	soft skills, AI era, adaptability, human capital
29	Mousavi Baigi, S. F., Sarbaz, M., Ghaddaripour, K., Ghaddaripour, M., Mousavi, A. S., & Kimisfar, K.	2023	Systematic Review	Attitudes, knowledge, and skills towards artificial intelligence among healthcare students: A systematic review	To evaluate healthcare students' readiness regarding AI in terms of attitudes, knowledge, and skills.	This review reveals a general lack of preparedness in healthcare education for AI technologies. It calls for updated curricula that integrate AI-related competencies from early academic stages.	AI, healthcare education, readiness, student skills
30	Viterid, V., & Perid, M.	2024	Journal Article	The role of digital skills in the acceptance of artificial intelligence	To explore how digital skills influence AI adoption in business contexts.	The study finds a strong correlation between digital literacy levels and positive AI adoption behaviors. It recommends workforce-wide digital training programs to facilitate smoother AI transitions.	digital skills, AI acceptance, technology adoption
31	Margaryan, A.	2023	Journal Article	Artificial intelligence and skills in the workplace: An integrative research agenda	To propose a comprehensive agenda for future research on AI and workplace skills.	The article identifies key gaps in current knowledge and outlines a multidisciplinary framework for studying AI's impact on job roles, skill evolution, and learning mechanisms.	AI, workplace, research agenda, future skills
32	Gonzalez Ehlinger, E., & Stephany, F.	2024	Working Paper	Skills or degree? The rise of skill-based hiring for AI and green jobs	To investigate the trend of skill-based hiring over traditional degrees in AI and sustainability sectors.	This study shows a shift in employer preference toward demonstrable skills rather than formal qualifications. It underscores the value of micro-credentials and lifelong learning pathways.	skills-based hiring, green jobs, AI, employment trends
33	Jadhav, S. V., Shinde, S. R., Dalal, D. K., Deshpande, T. M., Dhakne, A. S., & Gaherwar, Y. M.	2023	Conference Paper	Improve Communication Skills using AI	To explore how AI tools can be leveraged to enhance communication skills.	This paper presents innovative ways AI can support verbal and non-verbal communication training. It highlights the potential of AI in education and professional development.	communication, AI tools, training, speech enhancement
34	Karaali, G.	2023	Journal Article	Artificial intelligence, basic skills, and quantitative literacy	To examine the relationship between AI and foundational quantitative skills.	The study argues for the continued importance of mathematical reasoning and data interpretation in an AI-driven world. It advocates for reinforcing these in school curricula.	quantitative literacy, AI, education, math skills
35	Samek, L., & Squicciarini, M.	2023	Book Chapter	AI human capital, jobs and skills	To analyze the development of human capital in response to AI's growing influence.	The chapter provides an overview of how AI changes the skill composition of jobs and how education and training systems must adapt to sustain competitiveness.	AI, human capital, labor market, skills development
36	Aljohani, N. R., Aslam, M. A., Khadidos, A. O., & Hassan, S. U.	2022	Journal Article	A methodological framework to predict future market needs for sustainable skills management using AI and big data technologies	To present a predictive framework for future skill needs using AI and big data.	This article proposes a data-driven approach to anticipate market demands for sustainable skillsets. It combines AI analytics with labor market forecasting to guide policy and education planning.	AI, big data, future skills, sustainable management
37	Giraud, L., Zaher, A., Hernandez, S., & Akram, A. A.	2023	Journal Article	The impacts of artificial intelligence on managerial skills	To assess how AI reshapes managerial skill requirements.	The study finds that decision-making, emotional intelligence, and strategic thinking become more critical for managers in AI-integrated workplaces. It recommends targeted leadership development programs.	AI, managerial skills, leadership, decision-making
38	Chen, J., Lai, P., Chan, A., Man, V., & Chan, C. H.	2022	Journal Article	AI-assisted enhancement of student presentation skills: Challenges and opportunities	To analyze how AI can support student presentations.	The paper evaluates AI-driven tools for feedback and coaching in public speaking, noting both pedagogical benefits and ethical concerns. It promotes guided integration into classrooms.	presentation skills, AI, student learning, feedback tools
39	Drydakis, N.	2024	Journal Article	Artificial intelligence capital and employment prospects	To explore the impact of AI capital on employment opportunities.	This article examines how investment in AI technologies influences labor demand and job quality across sectors. It warns of polarization effects while suggesting policy pathways to inclusive growth.	AI capital, employment, labor markets, policy

No	Author(s)	Year	Type	Title	Aim/Objective	Notes	Keywords
40	Shaukat, K., et al.	2020	Journal Article	The impact of artificial intelligence and robotics on the future employment opportunities	To assess how AI and robotics will affect future job opportunities.	The study outlines major transformations in employment due to automation, emphasizing that both job displacement and creation are inevitable. It calls for policy and educational strategies to manage the shift.	AI, robotics, future employment, automation impact
41	Tabbassum, A., Chintale, P., & Najana, M.	2024	Journal Article	The Impact of AI on Future Employment Patterns	To investigate how AI reshapes job distribution and employment patterns.	This paper provides an overview of changing job categories due to AI, highlighting which roles are at risk and which are emerging. It recommends a focus on continuous skill upgrading to stay relevant.	AI, employment patterns, job market change
42	Bannikova, L., Zhilin, A., & Sholina, I.	2021	Conference Paper	Prospects and tasks of future employment from students view	To explore student perceptions of future employment prospects.	The authors analyze students' attitudes toward future jobs in light of automation. Findings reveal optimism mixed with anxiety, underscoring the importance of aligning education with labor market realities.	student perceptions, future jobs, automation, education
43	Mueller, A. I., Spinnewijn, J., & Topa, G.	2021	Journal Article	Job seekers' perceptions and employment prospects: Heterogeneity, duration dependence, and bias	To study how job seekers' beliefs affect their employment chances.	This paper highlights psychological and informational biases among job seekers and how these shape employment outcomes. The authors recommend interventions targeting belief updating and confidence building.	job seekers, perception bias, employment outcomes
44	Summit, H. B. C. U., et al.	2019	Report	Predicting employment through machine learning	To explore how machine learning models can predict employment trends.	The report discusses the accuracy and ethics of using AI to forecast hiring decisions and economic shifts. It emphasizes the need for transparent algorithms and inclusive datasets.	machine learning, employment prediction, forecasting, ethics
45	Nasir, M., et al.	2020	Journal Article	Determining optimal skillsets for business managers based on local and global job markets: A text analytics approach	To identify key managerial skills using data from global job listings.	The study uses text mining to extract frequently demanded skills in business roles. It shows how analytics can help align education with both local and international market needs.	skills analysis, business managers, job market, text analytics
46	Raman, R., & Pramod, D.	2022	Journal Article	The role of predictive analytics to explain the employability of management graduates	To analyze how predictive analytics can model graduate employability.	This paper models employability outcomes based on academic and behavioral data. It suggests how institutions can use AI to support career readiness interventions and strategic curriculum design.	predictive analytics, graduate employability, management education
47	Saidani, O., et al.	2022	Journal Article	Predicting student employability through the internship context using gradient boosting models	To predict student employability using machine learning based on internship data.	This study applies gradient boosting to internship-related metrics to forecast employability. It demonstrates the potential of AI in improving academic advising and career guidance.	student employability, internship, machine learning, gradient boosting
48	Vochozka, M., et al.	2018	Journal Article	Participating in a highly automated society: How artificial intelligence disrupts the job market	To assess the disruptions caused by AI in a highly automated labor market.	The authors examine socio-economic changes from AI adoption, focusing on polarization and inequality. They urge for inclusive policies to protect vulnerable groups during labor market transitions.	AI disruption, labor market, automation, inequality
49	Vicsek, L., Bokor, T., & Pataki, G.	2024	Journal Article	Younger generations' expectations regarding artificial intelligence in the job market	To map youth expectations of AI's future impact on employment.	This study explores narratives around automation and work from young people's perspectives. It reveals a mix of excitement and concern, stressing the need for adaptive education systems.	AI, youth expectations, employment future, education policy
50	Lane, M., & Saint-Martin, A.	2021	Working Paper	The impact of Artificial Intelligence on the labour market: What do we know so far?	To synthesize research on AI's labor market effects.	This OECD paper reviews empirical data on AI-driven job change. It summarizes risks, opportunities, and policy implications, offering a balanced look at current knowledge and future uncertainty.	AI, labor market, OECD, policy review
51	He, D., Guo, M., Zhou, J., & Guo, V.	2018	Industry Report	The Impact of Artificial Intelligence (AI) on the Financial Job Market	To analyze AI's influence on employment in the financial sector.	This BCG report highlights automation trends in finance, such as algorithmic trading and robo-advisors. It suggests reskilling finance professionals in data science and human-centric advisory roles.	AI, finance jobs, automation, reskilling

No	Author(s)	Year	Type	Title	Aim/Objective	Notes	Keywords
52	Pouliakakis, K.	2021	Report	Artificial intelligence and job automation: an EU analysis using online job vacancy data	To analyze AI's influence on job automation trends across the EU using online job postings.	This EU-wide study uses job vacancy analytics to map roles most exposed to automation. It informs policymakers about skill transition strategies and suggests prioritizing human-centric and adaptive competencies.	AI, job automation, EU labor market, online vacancies
53	Shen, Y.	2024	Journal Article	Artificial Intelligence and the Economy—The Impact of Artificial Intelligence on the Job Market	To discuss macroeconomic effects of AI on employment structures.	This article explores how AI disrupts labor markets by shifting demand away from routine jobs toward cognitive and technical skills. It emphasizes the need for cross-sectoral adaptation in education and training.	AI, economy, job market, macro impact
54	Chen, L.	2022	Journal Article	Current and future artificial intelligence (AI) curriculum in business school: A text mining analysis	To evaluate trends in AI curriculum design in business schools.	Using text mining, this study analyzes business school syllabi to identify gaps and emerging trends in AI education. It recommends integrating more applied analytics and interdisciplinary learning.	AI curriculum, business education, text mining, course design
55	Desai, A.	2024	Journal Article	Exploring Business Schools' Role in Artificial Intelligence Education	To examine the evolving role of business schools in AI education.	This article positions business schools as key facilitators of digital transformation. It outlines institutional strategies to promote AI fluency, innovation, and ethical awareness among future leaders.	business schools, AI education, digital transformation, institutional role
56	Nithithanatchinnapat, B., et al.	2024	Journal Article	Future business workforce: Crafting a generative AI-centric curriculum today for tomorrow's business education	To propose a generative AI-centered business curriculum.	The authors advocate for a redesigned curriculum that prepares students for human-AI collaboration. It emphasizes generative AI skills, prompt engineering, and adaptive thinking as essential competencies.	generative AI, business curriculum, future workforce, AI skills
57	Cornuel, E.	2005	Journal Article	The role of business schools in society	To reflect on the societal responsibilities of business schools.	This foundational article argues that business schools must go beyond technical training and foster ethical, social, and global perspectives. It remains relevant in shaping AI-era educational missions.	business schools, society, ethics, education mission
58	Rayment, J., & Smith, J.	2013	Journal Article	The current and future role of business schools	To explore evolving expectations for business schools.	This article traces shifts in business school objectives, suggesting that future-ready schools must prioritize innovation, relevance, and global engagement. It lays groundwork for integrating AI and technology focus.	business education, evolution, strategic role, future vision
59	Mesny, A., Pastoriza Rivas, D., & Poisson-de Haro, S.	2021	Journal Article	Business school professors' teaching approaches and how they change	To examine how business faculty teaching methods evolve.	This qualitative study reveals how professors adapt pedagogy in response to institutional pressures and technological change. It highlights the role of reflective teaching in AI-integrated classrooms.	teaching approach, business school, faculty adaptation, pedagogy
60	Rana, S., et al.	2022	Journal Article	A perspective on the positioning of Indian business schools post COVID-19 pandemic	To assess how Indian business schools adapt to post-pandemic challenges.	This article discusses the accelerated digital transformation and AI readiness in Indian B-schools post-COVID. It emphasizes agility, internationalization, and curriculum reform as key survival strategies.	COVID-19, Indian business schools, digital shift, AI readiness
61	Chen, I. C., et al.	2022	Book Chapter	Learning Career Knowledge: Can AI Simulation and Machine Learning Improve Career Plans and Educational Expectations?	To investigate the role of AI-based tools in student career planning.	This chapter explores AI simulations for career exploration, showing how personalized feedback and predictive insights help students refine career goals and align education with market realities.	career planning, AI simulation, machine learning, education
62	Fouad, N. A., et al.	2016	Journal Article	Career exploration among college students	To understand patterns and influences in student career exploration.	Though not AI-specific, this study provides a foundational perspective on student decision-making, which is critical in evaluating how AI tools may enhance career development interventions.	career development, student behavior, career choices, exploration
63	Gu, X.	2022	Journal Article	Effect of deep learning on college students' career planning	To analyze how deep learning methods support student career guidance.	The study applies deep learning to analyze career trajectories and make personalized suggestions. It highlights how AI enhances decision support for students' career planning and educational alignment.	deep learning, career guidance, student development, AI in education

No	Author(s)	Year	Type	Title	Aim/Objective	Notes	Keywords
64	Pascual, M. T.	2014	Journal Article	Factors affecting high school students' career preference: A basis for career planning program	To identify factors influencing high school students' career preferences.	The study highlights the role of family, personal interest, and academic performance in shaping student career choices. It proposes targeted guidance programs to align aspirations with realistic career opportunities.	career preference, high school, guidance, planning
65	Huda, N., & Yousuf, S.	2006	Journal Article	Career preference of final year medical students of Ziauddin Medical University	To explore career preferences among medical students in their final year.	The research finds that personal interest, job security, and social prestige heavily influence medical students' specialization choices. It advocates for mentorship and exposure to varied clinical experiences.	medical students, career preference, specialization choice
66	Scherer, R. F., et al.	1989	Journal Article	Role model performance effects on development of entrepreneurial career preference	To examine the influence of role models on entrepreneurial career intentions.	This foundational study demonstrates that exposure to successful entrepreneurial role models increases likelihood of pursuing entrepreneurial paths. It supports incorporating mentorship in entrepreneurship education.	entrepreneurship, role model, career preference, mentorship
67	Ko, K., & Jun, K. N.	2015	Journal Article	A comparative analysis of job motivation and career preference of Asian undergraduate students	To compare job motivation and career preferences among Asian students.	Using survey data from several Asian countries, the authors identify cultural and economic factors shaping student aspirations. It offers policy insights for educational institutions in multicultural settings.	career preference, motivation, Asia, cultural comparison
68	Arbab, A. H., et al.	2022	Journal Article	Career preference and factors influencing career choice among undergraduate pharmacy students at University of Khartoum, Sudan	To assess pharmacy students' career intentions and influencing factors.	The study reveals the influence of financial prospects, job availability, and societal value on students' choices. It suggests updating curricula to reflect real-world demands and opportunities.	pharmacy students, Sudan, career choice, job factors
69	Hossain, M. E., & Siddique, T.	2012	Journal Article	Career preference of business graduate in Bangladesh: A case study of some selected private universities	To understand career interests of business students in Bangladesh.	This case study shows that entrepreneurship and banking are the most preferred careers among Bangladeshi business graduates. It attributes preferences to financial stability and market demand.	business graduates, career goals, Bangladesh, private universities
70	Zhao, H., et al.	2021	Journal Article	Age and entrepreneurial career success: A review and a meta-analysis	To explore how age impacts entrepreneurial outcomes.	This meta-analysis reveals that both young and older entrepreneurs have unique advantages. It encourages educators to support entrepreneurship at all life stages, with age-tailored strategies.	entrepreneurship, age, meta-analysis, career success
71	Spector, P. E.	2022	Book	Job satisfaction: From assessment to intervention	To offer comprehensive insights into job satisfaction research and application.	This book covers key theories and tools for measuring job satisfaction and designing interventions. It is a foundational reference for HR professionals and researchers addressing workplace engagement.	job satisfaction, workplace, assessment, HR strategies
72	Davis, F. D., et al.	2024	Book	The technology acceptance model: 30 years of TAM	To reflect on the development and impact of TAM over three decades.	This book traces the evolution of the Technology Acceptance Model, discussing its relevance, adaptations, and future in emerging tech domains such as AI, metaverse, and EdTech.	TAM, technology adoption, model history, digital tools
73	Al-Nusami, M. N., & Al-Emran, M.	2021	Journal Article	Learning management systems and technology acceptance models: A systematic review	To synthesize research on TAM applications in LMS environments.	This systematic review evaluates how TAM has been used to assess LMS adoption, revealing gaps and proposing extensions that consider user engagement, motivation, and cultural context.	TAM, LMS, education technology, adoption behavior
74	Aburbeila, A. M., et al.	2022	Journal Article	A technology acceptance model survey of the metaverse prospects	To explore user intention to adopt metaverse technologies through TAM.	The study applies TAM to analyze factors driving metaverse acceptance, including perceived immersion and social presence. It recommends a user-centered approach in metaverse platform design.	TAM, metaverse, technology adoption, user behavior
75	Ma, J., et al.	2025	Journal Article	Exploring user adoption of ChatGPT: A technology acceptance model perspective	To assess ChatGPT adoption through the lens of TAM.	This research investigates how perceived usefulness, ease of use, and trust affect ChatGPT adoption. It provides practical insights for educational and enterprise integration.	ChatGPT, TAM, AI adoption, user behavior
76	Al-Adwan, A. S., et al.	2023	Journal Article	Extending the technology acceptance model (TAM) to Predict University Students' intentions to use metaverse-based learning platforms	To expand TAM to explain student use intentions in metaverse learning.	The paper adds social influence and self-efficacy to TAM to better capture digital-native student behaviors. It emphasizes immersive learning's growing role in higher education.	TAM, metaverse, higher education, learning platforms

No	Author(s)	Year	Type	Title	Aim/Objective	Notes	Keywords
77	Liu, G., & Ma, C.	2024	Journal Article	Measuring EFL learners' use of ChatGPT in informal digital learning of English based on the technology acceptance model	To evaluate EFL learners' acceptance of ChatGPT in informal language learning using TAM.	The study applies TAM to understand how learners use ChatGPT for self-directed English learning. It identifies perceived usefulness and ease of use as key predictors of adoption, and suggests implications for language education innovation.	ChatGPT, EFL, informal learning, TAM
78	Na, S., et al.	2022	Journal Article	Acceptance model of artificial intelligence (AI)-based technologies in construction firms	To analyze AI adoption in construction firms using TAM and TOE frameworks.	Combining TAM and TOE, the study investigates how technological, organizational, and environmental factors influence AI acceptance in construction. It provides actionable insights for digital transformation in conservative industries.	AI adoption, construction, TAM, TOE framework
79	Fussell, S. G., & Truong, D.	2022	Journal Article	Using virtual reality for dynamic learning: an extended technology acceptance model	To study learner acceptance of VR in dynamic learning contexts.	This research extends TAM by incorporating cognitive engagement and immersion. Results show high potential of VR for active learning when systems are intuitive and purpose-aligned.	VR, dynamic learning, extended TAM, user engagement
80	Chahal, J., & Rani, N.	2022	Journal Article	Exploring the acceptance for e-learning among higher education students in India	To examine e-learning acceptance in Indian higher education using TAM with external variables.	The study integrates TAM with perceived academic support and ICT infrastructure. Findings indicate infrastructure quality significantly impacts perceived ease of use and behavioral intention.	e-learning, India, TAM, higher education
81	Saif, N., et al.	2024	Journal Article	Chat-GPT: validating Technology Acceptance Model (TAM) in education sector via ubiquitous learning mechanism	To validate TAM for ChatGPT usage in educational settings.	Using structural equation modeling, this paper confirms that ubiquitous learning and perceived enjoyment strengthen ChatGPT adoption. It underscores the role of adaptive learning environments.	ChatGPT, TAM, ubiquitous learning, education technology
82	Wang, D., & Li, Y.	2024	Journal Article	Career construction theory: tools, interventions, and future trends	To review practical applications of Career Construction Theory (CCT).	The article offers a toolkit of interventions grounded in CCT for educators and counselors. It outlines how narrative approaches and career adaptability scales can support student development.	career construction theory, interventions, adaptability, counseling
83	Akün, Ç., Işık, E., & Savickas, M.	2023	Journal Article	Examining differentiation of self within career construction model of adaptation	To explore the role of self-differentiation in career adaptation.	This study integrates identity development theory with CCT, showing how self-differentiation enhances adaptability. It offers guidance for personalized career counseling practices.	career construction, identity, self-differentiation, counseling
84	Tang, M., et al.	2022	Journal Article	Risk or return? The effect of face consciousness influences on the career construction of Chinese rural dwellers in urban areas	To investigate how cultural values shape career decisions among rural-urban migrants in China.	The study finds that face consciousness can both hinder and motivate career actions. It suggests that culturally responsive counseling is vital for effective support.	career construction, face consciousness, migration, China
85	Savickas, M. L.	2013	Book Chapter	Career construction theory and practice	To present the theoretical foundations and practical applications of Career Construction Theory.	This chapter outlines how life design and career adaptability are central to CCT. It serves as a primary reference for implementing theory into counseling and educational guidance.	career theory, life design, adaptability, CCT
86	Savickas, M. L.	2020	Book Chapter	Career construction theory and counseling model	To elaborate the CCT framework for modern career counseling.	An update to the original CCT model, this chapter integrates digital-age realities and emphasizes narrative approaches. It is widely cited in career development scholarship.	career construction, narrative counseling, adaptability, theory
87	Segbenya, M., et al.	2023	Journal Article	Artificial intelligence in higher education: Modelling the antecedents of artificial intelligence usage and effects on 21st century employability skills	To model AI usage drivers and outcomes in postgraduate education.	This study links AI usage in academic environments to improved employability skills. It highlights digital literacy and institutional support as key adoption factors.	AI in education, employability, postgraduate students, skill development
88	Pazani, R. N., et al.	2023	Book Chapter	AI and employability: challenges and solutions from this technology transfer	To discuss the implications of AI for workforce readiness and innovation.	This chapter synthesizes insights on how AI reshapes employability, stressing the role of continuous learning and policy alignment. It emphasizes inter-sector collaboration for effective technology transfer.	AI, employability, innovation, policy transfer

No	Author(s)	Year	Type	Title	Aim/Objective	Notes	Keywords
89	Sohaee, N., et al.	2023	Conference Paper	Navigating pandemic and AI influences on employability competencies	To analyze the combined impact of the pandemic and AI on employability.	This paper explores how the COVID-19 pandemic and AI innovation jointly reshape employability competencies. It highlights adaptability, digital literacy, and emotional intelligence as emerging core skills.	AI, pandemic, employability, adaptability
90	Nartey, E. K.	2025	Policy Report	Enhancing Employability through Generative AI: Policies, Perspectives, and Pathways for Skills Development in Education	To propose policy pathways for using generative AI to improve employability.	The report advocates integrating generative AI tools into education systems to foster creativity, personalization, and 21st-century skill development. It outlines national strategies for equitable access and AI literacy.	generative AI, employability, education policy, skill development
91	Pal, S., et al.	2023	Book	The AI revolution	To provide a broad overview of the AI revolution and its societal impacts.	The book outlines the evolution and influence of AI across industries, with attention to labor markets, business transformation, and ethical debates. It serves as a general introduction for learners and educators.	AI revolution, business, labor market, ethics
92	Chan, C. K. Y., & Tsi, L. H.	2023	Preprint	The AI revolution in education: will AI replace or assist teachers in higher education?	To explore the role of AI in supporting or replacing educators in universities.	This paper debates AI's capacity to augment vs. replace human instructors. It concludes that AI is best positioned as an assistant, improving efficiency and personalization while preserving human mentorship.	AI in education, teacher roles, higher education, augmentation
93	Michael, L.	2023	Book Chapter	Explainability and the fourth AI revolution	To discuss the need for AI explainability amid the growing reliance on algorithms.	This chapter emphasizes the importance of interpretable AI systems in high-stakes domains. It ties explainability to ethical decision-making, legal compliance, and trust in AI technologies.	AI explainability, trust, fourth industrial revolution, ethics
94	Gerlich, M.	2024	Journal Article	The use of artificial intelligence in modern business education: The impact on students' cognitive and communication skills in the United Kingdom	To evaluate AI's impact on student learning outcomes in business education.	The article investigates how AI-enhanced tools affect cognition and communication in UK business schools. It reports mixed outcomes, recommending balanced integration with human-led teaching.	AI, business education, cognition, UK students
95	Surugiu, C., et al.	2024	Journal Article	Artificial intelligence in business education: Benefits and tools	To identify the advantages and specific tools of AI in business education.	This article presents a taxonomy of AI tools used in classrooms and outlines their pedagogical benefits. It emphasizes improved engagement, real-time feedback, and personalized learning paths.	AI tools, business education, engagement, personalization
96	Kavalenkova, A., & Krivko-Krasko, A.	2023	Journal Article	Effective integration of AI in business education for improved learning outcomes	To investigate how to best integrate AI into business curricula.	The study offers a framework for embedding AI into teaching processes to enhance learning outcomes. It stresses the importance of aligning AI tools with course objectives and learner needs.	AI integration, business curriculum, learning outcomes, teaching design
97	Almaraz-López, C., et al.	2023	Journal Article	Comparative study of the attitudes and perceptions of university students in business administration and management and in education toward artificial intelligence	To compare student attitudes toward AI across disciplines.	This comparative study reveals disciplinary differences in AI acceptance. Business students show more enthusiasm for AI's practical value, while education students express greater ethical and pedagogical concerns.	AI perception, students, discipline comparison, education vs. business
98	Bharathi, G. P., et al.	2024	Journal Article	AI-driven adaptive learning for enhancing business intelligence simulation games	To apply adaptive AI in educational simulation games.	The article demonstrates how adaptive AI improves learning in business simulations by adjusting scenarios to learner profiles. It supports the use of AI for experiential and gamified learning.	adaptive learning, AI, simulation games, business education
99	Seyadi, A. E., et al.	2021	Book Chapter	The implementation of artificial intelligence in the public sector: opportunities and challenges	To examine AI integration in public sector operations.	This chapter outlines the benefits of AI in service delivery and decision-making in government. It also details challenges such as ethical governance, bias, and digital infrastructure limitations.	AI, public sector, ethics, digital government
100	George, A. S., & George, A. H.	2023	Journal Article	A review of ChatGPT AI's impact on several business sectors	To review how ChatGPT influences various industries.	The paper analyzes case studies across sectors like customer service, marketing, and HR. It highlights both efficiency gains and ethical dilemmas around AI usage in corporate settings.	ChatGPT, business sectors, automation, review

No	Author(s)	Year	Type	Title	Aim/Objective	Notes	Keywords
101	Rejeb, A., et al.	2024	Journal Article	Exploring the impact of ChatGPT on education: A web mining and machine learning approach	To analyze perceptions of ChatGPT in education using web data and machine learning.	This study employs web mining and sentiment analysis to assess how educators and learners view ChatGPT. Results reveal both enthusiasm and concern, emphasizing the need for balanced integration and ethical guidelines.	ChatGPT, education, web mining, sentiment analysis
102	Allil, K.	2024	Journal Article	Integrating AI-driven marketing analytics techniques into the classroom: pedagogical strategies for enhancing student engagement and future business success	To demonstrate effective methods for teaching AI marketing tools in business education.	The article outlines instructional strategies for integrating AI marketing analytics, such as hands-on projects and simulations. It highlights improved engagement and employability skills as key outcomes.	AI marketing, business education, pedagogy, student engagement
103	Sanabria - Navarro, J. R., et al.	2023	Journal Article	Incidences of Artificial Intelligence in Contemporary Education	To examine the presence and impact of AI technologies in modern education.	This paper discusses how AI has been incorporated into curricula and administrative functions. It calls for thoughtful governance to maximize benefits while minimizing ethical and pedagogical risks.	AI in education, educational technology, policy, ethical risks
104	Ahmad, S. F., et al.	2023	Journal Article	Impact of artificial intelligence on human loss in decision making, laziness and safety in education	To evaluate negative implications of AI use in education.	This critical study highlights concerns about overreliance on AI, including reduced human judgment, cognitive laziness, and dependency. It advocates for maintaining human oversight and balanced use of AI systems.	AI risks, education, human oversight, cognitive decline
105	Elbanna, S., & Armstrong, L.	2024	Journal Article	Exploring the integration of ChatGPT in education: adapting for the future	To explore the educational potential and limitations of ChatGPT.	The paper analyzes use cases of ChatGPT in various educational contexts, stressing the importance of digital literacy and instructor guidance. It promotes co-creation models for responsible AI integration.	ChatGPT, educational tools, adaptation, digital literacy
106	Atlas, S.	2023	Book	ChatGPT for higher education and professional development: A guide to conversational AI	To provide a practical guide for using ChatGPT in learning and training.	This book introduces ChatGPT's capabilities for academic writing, content generation, and coaching. It offers actionable frameworks for educators and professionals to incorporate conversational AI in development programs.	ChatGPT, higher education, professional development, instructional guide

Part 3

3.1 Introduction

Artificial Intelligence is changing industries around the world, reshaping job markets and the skills needed for future careers. In business education, AI is now part of tasks like data-driven decisions, automation, and predictive analysis (Tominc, P., & Rožman, M., 2023). This shift affects both what students learn and what employers expect. Tools such as machine learning and natural language processing are not only changing job roles but also how universities train students for these roles(Alekseeva, L., et al., 2021).

Recent estimates, like the World Economic Forum's 2020 report, suggest that AI could add 97 million new jobs by 2025 while replacing about 85 million existing ones. This shows that AI brings both new chances and new risks for people entering the job market. Many scholars and industry leaders have stressed the need to teach AI skills in business programs. In recent years, schools have begun updating courses, looking at ethical issues, and building new AI-related skills in their students (Hutson, J., & Ceballos, J. , 2023).

This dissertation offers a critical review of how AI affects business students' career paths. It brings together academic studies, industry reports, and key theories to see how changes in areas like marketing, finance, and operations shape students' views on

employability, skill learning, and long-term careers. Using ideas such as human capital theory and technological determinism, the review aims to give a clear picture of how AI and business education interact and what that means for students facing these changes (Chuang, S., 2024).

3.2 Research Design and Focus

3.21 Objectives

1. By reviewing and summarizing existing literature on the key factors shaping business students' career development—first focusing on technological advancements, then on geographical and personal factors.
2. To critically examine how AI-related transformations in the job market are portrayed in the literature, particularly in relation to the emerging skill requirements for business graduates.
3. To analyze scholarly discussions and empirical findings on business students' perceived preparedness and employability in the context of AI-driven changes.
4. To identify recommendations and insights from the literature for educators and institutions on how to support business students in adapting to an AI-influenced career landscape.

3.22 Research questions

1. What does existing literature identify as the essential skills and competencies business students need to remain competitive in an AI-driven job market?
2. How is the role of business education in preparing students for AI-influenced careers discussed in current academic and industry literature?
3. According to the literature, what are the key challenges and opportunities business students encounter in adapting to AI-related changes in the workforce?
4. What recommendations and strategies have been proposed in the literature to support business students in navigating AI-driven career transitions?

3.23 Scope of the literature Review

1. Reviewing existing studies on the various factors influencing business students' career decisions, including technological innovation, industry developments, economic conditions, educational experiences, and personal motivations.
2. Synthesizing literature on how AI-driven automation and digital transformation are reshaping job roles, employment prospects, and skill demands within business-related sectors.
3. Examining how higher education institutions, particularly business schools, are addressing AI integration through curriculum design and skill development initiatives.
4. Identifying gaps in the current literature regarding the long-term implications of AI for business students' career planning and professional identity formation.

3.24 Methodology

This study adopts a critical literature review approach to analyze existing research on the impact of Artificial Intelligence (AI) on business students' career paths.

1. Research Approach: A systematic and critical literature review is conducted to assess existing knowledge on AI's influence on business students' career decisions, skill requirements, and employability. The review follows a structured process to ensure relevance, reliability, and comprehensiveness.
2. Databases Used: Google Scholar, Scopus, Web of Science, and business-focused journal repositories.
3. Search Keywords and Phrases: "Artificial Intelligence and business careers", "AI impact on business students' career choices", "Business education and AI adaptation", "Career decision factors for business students"

3.25 Expected Outcomes

1. Understanding Evolving Skill Requirements: A consolidated view of the technical and soft skills identified in the literature as essential for business students to remain competitive in an AI-driven job market.
2. Synthesis of Student Perceptions: An overview of how business students'

perceptions of AI's impact on employability, job security, and career readiness are represented in existing studies.

3. **Educational System Responses:** This section explores how business schools adjust their course offerings to meet new industry needs. It examines efforts to strengthen students' skill development in emerging technologies and related areas. It also looks at the teaching strategies used to help students adapt to rapid technological change.
4. **Identification of Research Gaps:** This section highlights areas that have not been fully explored in existing studies. For example, more work is needed to understand the long-term impact of new technologies on career paths and to evaluate how well current teaching methods prepare students for workplaces where technology is deeply integrated.

3.3 Definition of Key Terms

3.31 Artificial Intelligence

Computer systems and algorithms can now handle tasks that once relied entirely on human judgment. These tasks include finding patterns in large datasets, creating or interpreting text, making routine decisions, and automating repetitive work. In this study, the focus is on tools such as machine learning models, robotic process automation, and predictive analytics, which businesses are using more and more (Dolev, N., & Itzkovich, Y., 2020). As these tools become widespread, companies reshape their structures, job duties shift, and employees must learn new skills. To keep up, educational institutions need to rethink their programs: update course content, add hands-on training, and try new teaching methods so graduates can meet these workplace demands. These changes raise the bar on job responsibilities, making it essential for students about to enter the workforce to learn and understand these technologies (Hutson, J., & Ceballos, J., 2023).

3.32 Business Students

This review examines undergraduate and postgraduate students majoring in management, finance, marketing, or business analytics, particularly those who need prepare for careers in industries transformed by new technologies.

3.33 AI-Driven Job Market

A technology-driven job market is one where new tools and systems are used across many industries to handle routine work, help make better decisions, and add more value

to business processes (Jadhav, S. V., et al., 2023). Firms use software that can learn from data, spot patterns, and even carry out tasks once done by people. As these tools spread, they reshape both the kinds of roles available and the skills workers must have (Samek, L., & Squicciarini, M., 2023). In business areas like marketing, finance, and operations, new jobs have appeared. For example, data analysts gather and study numbers to guide choices. Automation specialists build and maintain software that runs regular tasks. Strategy advisors help firms plan how to use these tools well. At the same time, roles that focus only on simple, repeatable tasks are shrinking. This shift means many workers need to move into roles that call for more thinking, creativity, and problem solving (Chen, J., Lai, P., et al., 2022).

Companies are also changing how they hire and manage staff. They may use automated systems to scan resumes for key words or to test candidates with online challenges. Some use digital platforms to track how teams perform or to forecast staffing needs (Dolev, N., & Itzkovich, Y., 2020). While these methods can speed up decisions, they also require job seekers to know how to present themselves in online systems and to show skills in digital assessments. For students and new graduates, this market brings both chances and challenges (Drydakakis, N., 2024). There are more paths into work than before, but each path asks for a mix of skills. Beyond basic knowledge of business, students now need to be comfortable with data tools, digital communications, and even simple coding. They also must learn to think critically about the outcomes these tools produce and to act in an ethical way when handling sensitive information (Vicsek, L., Bokor, T., & Pataki, G., 2024).

Overall, a technology-driven job market demands that everyone keeps learning. Workers must update their skills regularly, stay aware of new software and methods, and be open to change. Education providers and employers alike must support this by offering training in both hard skills—like data handling—and soft skills—like teamwork and adaptability. By doing so, they help graduates build careers that last and remain meaningful, even as the tools they use continue to evolve (Lane, M., & Saint-Martin, A., 2021).

3.34 Career Preparedness

Career preparedness means being ready to enter the job market and succeed in a chosen field. For business students, this includes mastering both the knowledge and skills that employers value. Technical abilities—such as using digital tools or interpreting data, go hand in hand with soft skills like effective communication, teamwork, and creative problem-solving (He, D., Guo, M., Zhou, J., & Guo, V., 2018). Beyond these basics, students must also learn to adjust when new methods or systems appear in the workplace. Staying open to change and eager to pick up new skills over time is key. Educational institutions help build this readiness through coursework, real-world projects, and internship opportunities (Pouliakas, K., 2021). Classes introduce core ideas and tools, while hands-on experiences let students apply them in a real business

setting. Career services further support students with workshops on résumé writing, interview practice, and networking tips.

True career readiness isn't only about landing a first job after graduation. It's about feeling confident to meet challenges, learn from setbacks, and grow into new roles. Employers look for people who can step into a position and add value right away—and who will keep developing as their industry evolves (Chen, L., 2022).

Ultimately, preparing for a career is an ongoing process. By combining strong foundations in both technical and soft skills with a willingness to learn and adapt, graduates can navigate whatever changes come their way and build rewarding, long-term careers (Chen, I. C., Bradford, L., & Schneider, B., 2022).

3.4 Literature-Based Analysis and Discussion

3.41 AI Integration in Higher Education

The use of new learning technologies is changing higher education in important ways. Tools like adaptive learning systems, automated grading, and personalized study platforms let teachers meet each student's needs more closely. These tools guide students step by step through course material and give feedback that fits their own pace. Xu and Babaian (2021) found that adding these tools to business courses makes students more active in class. They report that students take part more often and get feedback that helps them improve right away. Surugiu et al. (2024) add that simulations and data exercises help students link theory to practice. By working with real-world cases in a safe environment, learners can test ideas and see outcomes without risk.

But bringing in new tools also brings challenges. Abdelwahab et al. (2023) note that many business students feel they lack the skills to work with these systems. They also point out that some teachers have not had training in these technologies. Finally, not all schools can afford the same tools. This gap in access can leave some students behind. Ethics must also be part of the picture. Mumtaz et al. (2025) argue that, beyond technical skills, students need to learn how to use these tools in a responsible way. They suggest clear ethical guidelines that cover data privacy, fairness, and transparency. Teaching these points helps future business leaders weigh the impact of their choices. In response, some programs are being reworked. Kaya et al. (2023) offer a step-by-step plan to add tech skills into business courses. Sollosy and McInerney (2022) warn that updates must keep pace with industry changes. They stress key skills like data analysis, basic coding, and tool evaluation. By refreshing course content and adding hands-on labs, schools can help students build these skills.

On a larger scale, new technologies are reshaping work around the world. Alekseeva et al. (2021) and Squicciarini and Nachtigall (2021) note that students must learn how to

keep updating their skills over a whole career. They call this “lifelong learning.” Bati et al. (2024) show that while many students feel hopeful about these changes, they also worry about job shifts and tech replacing some roles. Schools must show how technology can support human work, not just replace it.

Overall, using these tools well need careful planning. Programs need to combine fresh course designs, hands-on practice, clear ethical rules, and ongoing teacher training. By doing all these, institutions can help students build the skills and confidence they need. This way, graduates can step into jobs knowing they can learn and grow as technology continues to evolve.

3.42 Challenges and Opportunities in an AI-Driven Career Landscape

The emergence of artificial intelligence (AI) in contemporary career landscapes has introduced both significant challenges and numerous opportunities, particularly for business students preparing to enter the workforce. The literature consistently underscores the dual nature of AI's impact, reflecting profound changes in skills demand, job roles, and employability. One primary challenge identified in the literature is job displacement caused by automation and AI-driven technologies. Tiwari (2023) emphasizes the disruptive potential of AI, noting that routine and repetitive tasks are particularly vulnerable to automation, potentially reducing employment opportunities in sectors traditionally employing large numbers of business graduates. This creates uncertainty among students regarding their future career stability and employability prospects (Duffett et al., 2024).

Moreover, the rapid pace of technological change imposes continuous skill adaptation pressure on students and professionals. According to Gerlich (2024), business students in the United Kingdom have expressed concerns about keeping pace with evolving cognitive and communication skills demanded by increasingly automated workplaces. These ongoing shifts necessitate proactive, lifelong learning and professional adaptability, posing significant challenges to both educational institutions and individual learners. Yet, AI also creates a multitude of new opportunities, predominantly through the creation of entirely new job categories and enhanced efficiency in existing roles. Rigley et al. (2024) note that international AI skills policies increasingly focus on developing interdisciplinary capabilities, such as data analytics and AI literacy, which are becoming essential competencies across various business sectors. These emerging roles include data analysts, AI consultants, and automation specialists, highlighting a clear trajectory towards more knowledge-based, analytical, and strategic job functions.

Furthermore, the incorporation of AI in career development platforms and simulation

tools provides substantial opportunities for enhancing career preparedness among business students. Bharathi et al. (2024) illustrate the advantages of AI-driven adaptive learning tools within business education, particularly their role in simulating complex business environments, thereby enhancing practical decision-making skills and business intelligence among students.

The integration of AI technologies also opens up new pathways for entrepreneurial competencies and innovation. Somia and Vecchiarini (2024) highlight AI's transformative influence on entrepreneurial education, enabling students to cultivate innovative competencies such as creative problem-solving and strategic risk-taking. AI tools facilitate scenario planning and predictive analytics, empowering students with deeper insights into market trends and enabling proactive entrepreneurial decision-making.

Despite these opportunities, the literature also stress critical challenges associated to AI acceptance and ethical considerations. Mumtaz et al. (2025) argue for a robust ethical framework to guide AI's integration in higher education and workplaces, highlighting potential risks related to data privacy, bias, and ethical decision-making. Educational institutions, therefore, must play a pivotal role in fostering ethical awareness and responsibility alongside technical proficiency in AI applications. Addressing these dualities—balancing the potential for job displacement with the opportunities for new employment categories, lifelong learning demands with skill adaptability, and technological advancements with ethical implications—is crucial for both institutions and individuals. Effective responses require continuous curricular innovation, strengthened industry-academia partnerships, and comprehensive support systems aimed at enhancing student preparedness for an AI-driven professional environment (Segbenya et al., 2023).

In conclusion, the AI-driven career situation presents complex dynamics characterized by big challenges and equally substantial opportunities. Successfully navigating these dynamics necessitates an integrated educational approach that not only equips students with relevant technical and analytical skills but also instills adaptability, ethical sensibility, and a proactive mindset toward lifelong learning and professional growth.

3.43 Technological Shifts and the Changing Nature of Business Careers

The advent of advanced technologies, particularly artificial intelligence (AI), has fundamentally altered the landscape of business careers, reshaping roles, required competencies, and career trajectories. Literature consistently highlights the profound transformation brought by AI, emphasizing both the diminishing demand for traditional roles and the growing importance of newly emergent, technology-centric positions.

AI technologies have led to substantial automation of routine tasks, profoundly impacting sectors traditionally reliant on manual or repetitive activities. Clayton and Clopton (2019) indicate that roles involving standardized tasks, such as basic

accounting, data entry, and repetitive analysis, are increasingly automated through AI-driven systems. Consequently, traditional roles within fields like finance, operations, and marketing have evolved, requiring professionals to adapt and develop new skill sets that complement technological capabilities.

Concurrently, new job roles have emerged, predominantly centered around data analysis, strategic decision-making, and technological oversight. According to Alekseeva et al. (2021), the demand for specialized AI skills has markedly increased, reflecting the broader shift towards data-intensive and analytically complex roles in the labor market. This shift necessitates that business students acquire sophisticated competencies in areas such as data science, machine learning, predictive analytics, and algorithmic thinking (Sollosy & McInerney, 2022). Moreover, AI-driven technological shifts are significantly reshaping managerial roles, necessitating greater emphasis on strategic oversight, innovation management, and ethical decision-making. Giraud et al. (2023) discuss the substantial changes in managerial skills prompted by AI, emphasizing increased requirements for strategic foresight, adaptability, and ethical awareness. Managers are now tasked not only with integrating AI effectively into business processes but also with addressing the ethical implications of AI deployment, such as algorithmic biases and data privacy concerns.

Educational institutions have recognized the necessity of adapting to these technological shifts by revising business curricula to integrate core competencies relevant to AI and digital transformation. Nithithanatchinnapat et al. (2024) highlight the significance of crafting AI-centric curricula, designed specifically to equip future business professionals with practical skills for AI-driven environments. Such curricula increasingly emphasize interdisciplinary education, integrating technical proficiency with soft skills such as critical thinking, creativity, and ethical reasoning.

Another dimension of the changing nature of business careers involves the evolving recruitment practices driven by AI. Squicciarini and Nachtigall (2021) note the increased use of AI in candidate screening, workforce analytics, and performance management. These practices necessitate new forms of career readiness, with students requiring greater awareness and adaptability concerning digital recruitment platforms, online personal branding, and AI-mediated career opportunities. However, technological advancements and the integration of AI also bring challenges related to human resource management and employee wellbeing. Cramarenco et al. (2023) highlight the potential impact of AI on employee wellbeing and skills, emphasizing the importance of proactively managing workforce transitions through continuous upskilling and reskilling initiatives. Organizations must adopt holistic approaches, emphasizing not only skill development but also psychological support and well-being initiatives to mitigate potential adverse effects of rapid technological change.

In summary, technological shifts driven by AI have substantially altered the nature of business careers, leading to the obsolescence of some traditional roles while

simultaneously fostering new career pathways and skill demands. Educational institutions and businesses alike are tasked with preparing current and future professionals through comprehensive curricula, strategic human resource practices, and a continuous emphasis on adaptability and lifelong learning.

3.44 Theoretical Perspectives: Technology Acceptance and Career Construction

The integration of Artificial Intelligence (AI) into higher education and career landscapes can be critically analyzed through two prominent theoretical frameworks: the Technology Acceptance Model (TAM) and Career Construction Theory (CCT). These frameworks provide valuable insights into how individuals adopt new technologies and construct meaningful careers amid technological advancements.

The Technology Acceptance Model, originally developed by Davis (1989), posits that an individual's acceptance of new technology depends primarily on perceived usefulness and perceived ease of use. Recent literature has expanded TAM to examine the acceptance of AI-based tools in educational and professional settings. Ma et al. (2025) illustrate how the perceived utility and ease of interaction with AI technologies significantly influence students' adoption and continued use of such technologies. Furthermore, Na et al. (2022) underscore that effective integration of AI in business environments requires an understanding of the interplay between technological attributes, organizational context, and environmental factors, enhancing the traditional TAM with a broader Technology-Organization-Environment (TOE) framework.

Studies have increasingly highlighted that the successful adoption of AI technologies in business education involves not only technical proficiency but also positive attitudes and confidence in using these technologies. For instance, Al-Adwan et al. (2023) identify critical external variables influencing technology acceptance among university students, such as institutional support, self-efficacy, and peer influence. Similarly, Liu and Ma (2024) find that students' informal digital learning behaviors strongly predict their formal acceptance of AI technologies like ChatGPT, reflecting the broader implications of TAM for educational technology adoption.

Career Construction Theory (CCT), proposed by Savickas (2013, 2020), emphasizes the individual's active role in constructing their career path through adaptability, narrative identity, and meaning-making processes. This theory is particularly relevant in the context of AI-driven career disruptions, where traditional linear career paths are becoming less predictable. According to Tang et al. (2022), CCT is particularly effective for understanding how cultural and social factors, such as face consciousness, influence career decisions in rapidly changing technological contexts, highlighting the subjective and cultural dimensions of career adaptability.

Moreover, recent studies have explored how AI-driven disruptions necessitate career adaptability and continuous learning. Wang and Li (2024) suggest that career

construction interventions, such as narrative counseling and adaptive skill-building, can significantly enhance individuals' readiness to cope with AI-induced career uncertainties. They argue that fostering a proactive, adaptive career mindset is essential for navigating increasingly dynamic labor markets. Integrating insights from both TAM and CCT provides a comprehensive understanding of how business students can effectively adopt AI technologies and proactively manage their career trajectories. TAM highlights the practical aspects of technology acceptance, underscoring the importance of perceived usefulness and ease of use. In contrast, CCT emphasizes the psychological and narrative components of career adaptability, underscoring the significance of personal agency, meaning-making, and adaptability in shaping resilient careers.

In conclusion, the theoretical frameworks of Technology Acceptance and Career Construction offer complementary perspectives on AI integration in higher education and the broader career landscape. Together, these theories suggest that effectively preparing students for AI-driven environments requires educational strategies that combine technical training with initiatives promoting adaptability, positive technological attitudes, and continuous, reflective career development practices.

3.45 Summary of Key Insights and Research Gaps

This literature-based analysis has already provided several key insights into the integration of Artificial Intelligence in higher education, particularly within business contexts, highlighting its implications for career paths, skill development, and pedagogical practices. These are several insights derived from previous literature summarized as below:

Firstly, AI integration in higher education has proven beneficial in enhancing pedagogical outcomes, improving engagement through personalized learning and adaptive educational technologies (Xu & Babaian, 2021; Surugiu et al., 2024). However, successful implementation requires addressing critical challenges, including educators' AI literacy and ethical considerations surrounding AI use (Mumtaz et al., 2025; Abdelwahab et al., 2023).

Secondly, the literature emphasizes the dual impact of AI on the job market, highlighting both significant opportunities and notable risks. New AI-centric roles in analytics, strategy, and automation have emerged, requiring a shift toward interdisciplinary and adaptable skill sets (Rigley et al., 2024; Alekseeva et al., 2021). Yet, there is also growing concern over job displacement due to automation, especially affecting routine tasks traditionally performed by business graduates (Tiwari, 2023; Duffett et al., 2024).

Thirdly, the nature of business careers has experienced substantial transformations driven by technological advancements. AI-driven shifts necessitate continual adaptation, proactive learning, and strategic skill development, particularly in data

analytics, AI literacy, and strategic decision-making (Nithithanatchinnapat et al., 2024; Giraud et al., 2023). Moreover, AI integration in recruitment practices has transformed the mechanisms of career preparedness, requiring students to master digital communication and personal branding strategies (Squicciarini & Nachtigall, 2021).

Additionally, theoretical frameworks such as the Technology Acceptance Model (TAM) and Career Construction Theory (CCT) offer valuable lenses for understanding students' interactions with AI technologies and their adaptive career behaviors. TAM highlights practical determinants of AI acceptance, such as perceived usefulness and ease of use (Ma et al., 2025; Na et al., 2022), while CCT underscores the importance of personal agency, adaptability, and narrative identity in constructing resilient career trajectories amidst technological disruptions (Wang & Li, 2024; Tang et al., 2022). Despite these significant findings, several critical research gaps remain evident:

1. Empirical studies focusing specifically on business students' subjective experiences and adaptive responses to AI developments are limited, necessitating qualitative research to provide deeper insights into individual perceptions and experiences (Khan et al., 2022).
2. There is a notable lack of longitudinal studies examining the long-term effects of AI integration on career trajectories, professional identities, and skill sustainability among business graduates.
3. Ethical and psychological dimensions of AI adoption, such as managing stress, maintaining job satisfaction, and navigating ethical dilemmas, are underexplored in the existing literature, requiring further investigation (Mumtaz et al., 2025).
4. Lastly, there is a need for more comparative studies across different cultural and institutional contexts to better understand how AI integration strategies vary internationally and how these differences impact student preparedness and career outcomes.

In conclusion, doing a literature review to spot future research gaps is vital for understanding how AI affects business education and students' career planning. It offers useful insights to educational institutions, industry leaders, and policymakers, helping them prepare the next generation of business professionals for a fast-changing world.

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