

# Perceived Role of AI-Based tools in enhancing employability and Job Readiness among MBA students in Bangalore.

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**Abstract:** The growing use of Artificial Intelligence (AI) is changing how MBA students build skills and prepare for jobs. This study looks at how students in Bangalore perceive the role of AI-based tools in improving their employability and job readiness. A quantitative approach was used, with data collected from 186 students through a structured questionnaire. The study focuses on how students use AI tools, how helpful they find them, and how easy these tools are to use. The findings show that AI tools support the development of important skills such as analytical thinking, communication, and problem-solving. At the same time, their impact on overall job readiness is limited, as practical experience and real-world exposure still play a major role. The study also highlights concerns such as over-reliance on AI and lack of proper training. Overall, AI tools are useful, but they need to be used carefully and with proper guidance in management education.

## INTRODUCTION

Artificial Intelligence (AI) has become one of the key forces shaping today's business environment. Organizations across industries are increasingly relying on AI-driven tools for tasks such as data analysis, decision-making, automation, and communication. As a result, the expectations placed on management graduates are also changing. Employers now expect candidates not only to possess theoretical knowledge but also to demonstrate practical skills, digital awareness, and the ability to work with advanced technologies. This shift has made employability and job readiness more important than ever in management education.

Employability can be understood as the combination of skills, knowledge, and personal attributes that enable individuals to secure and sustain employment. Job readiness, on the other hand, reflects how prepared a student is to meet workplace expectations from the start of their career. Traditionally, MBA programs have focused on developing core managerial skills such as leadership, communication, and problem-solving. However, with the growing role of AI in business, students are now required to develop additional competencies, including data interpretation, technological adaptability, and digital literacy.

In recent years, AI-based tools have become widely accessible to students and are increasingly used in both academic and career-related activities. Tools such as generative AI platforms, resume-building applications, and data analytics software allow students to complete tasks more efficiently and gain exposure to industry-relevant practices. These tools also support activities like resume preparation, interview practice, and problem-solving, which can contribute to improving overall career readiness.

Bangalore provides a particularly suitable context for this study due to its strong presence in the technology and education sectors. Known as the Silicon Valley of India, the city hosts numerous business schools, multinational companies, and start-ups. This environment offers students greater exposure to AI technologies, internships, and industry interactions, which can influence how they perceive and use AI tools in their career development.

Despite the increasing use of AI tools, there is still limited clarity on how students perceive their effectiveness in improving employability and job readiness. While some students actively use these tools to enhance their skills, others may face challenges such as lack of guidance, limited access, or concerns about over-dependence on technology. There is also an ongoing discussion about whether AI tools truly support deeper learning and critical thinking or simply make tasks easier without meaningful skill development.

In this context, the present study aims to examine how MBA students in Bangalore perceive the role of AI-based tools in enhancing their employability and job readiness. By analyzing their awareness, usage patterns, and experiences, the study seeks to understand the actual contribution of AI tools to skill development and career preparation. The findings are expected to provide useful insights for academic institutions, students, and industry stakeholders in adapting management education to the evolving demands of a technology-driven workplace.

## LITERATURE REVIEW

Studies on Artificial Intelligence (AI) in management education highlight its growing influence on decision-making, innovation, and operational efficiency. Researchers emphasize that AI is increasingly becoming a core component of business processes, creating a need for MBA programs to incorporate AI literacy and digital competencies to meet industry expectations. Research on AI and automation shows that technological advancements are reshaping job roles by reducing routine tasks and increasing the demand for analytical, strategic, and technology-driven skills. This shift requires management graduates to continuously upgrade their capabilities, particularly in areas such as data analysis, problem-solving, and digital decision-making. Several studies focus on the transformation of MBA curricula, suggesting the importance of interdisciplinary learning, industry collaboration, and skill-based education. These approaches aim to bridge the gap between academic learning and practical industry requirements in an AI-driven environment. Empirical research examining AI tools and employability indicates that while such tools improve academic performance and efficiency, their direct impact on job readiness remains limited. This highlights the importance of combining AI usage with practical exposure, internships, and real-world experience. The emergence of AI-driven career opportunities has also been widely discussed in literature. Roles related to data analytics, AI applications, and prompt engineering are gaining importance, requiring students to develop specialized technical and analytical skills. Studies on student perceptions reveal that factors such as perceived usefulness, ease of use, and trust significantly influence the adoption of AI tools. At the same time, challenges such as technological anxiety, lack of awareness, and limited access can affect their effective usage. Concerns related to AI adoption are also highlighted in existing research. Issues such as over-reliance on AI, reduced critical thinking, data privacy risks, and accuracy of AI-generated outputs are frequently discussed as potential limitations. From a broader perspective, global studies indicate that AI is transforming employment patterns by reducing middle-skill jobs while increasing demand for high-skill roles. This shift emphasizes the importance of continuous learning and digital skill development for future employability. Theoretical frameworks such as the Technology Acceptance Model (TAM) explain how perceived usefulness and ease of use influence technology adoption. These concepts are particularly relevant in understanding how students engage with AI-based tools. Research in higher education also highlights the role of AI in enabling personalized learning, adaptive systems, and automated assessments. However, scholars caution against excessive dependence on AI, as it may affect independent thinking and deep learning. Finally, existing literature points to the need for stronger alignment between academic curricula and industry expectations. Practical exposure, internships, and experiential learning are considered essential for improving job readiness.

## RESEARCH METHODOLOGY

This study adopts a quantitative research approach to examine the perceived role of Artificial Intelligence (AI)-based tools in enhancing employability and job readiness among MBA students in Bangalore. A descriptive and analytical research design is used to understand students' awareness, usage patterns, and perceptions of AI tools, along with their impact on skill development and career preparation. Primary data was collected through a structured questionnaire using Google Forms. The questionnaire consisted of Likert scale-based questions to measure key variables such as perceived usefulness, ease of use, employability skills, and job readiness. The survey was distributed to MBA students across various institutions in Bangalore, and a total of 186 valid responses were obtained for analysis. The study considers AI tool usage, awareness, perceived usefulness, and ease of use as independent variables, while employability and job readiness are treated as dependent variables. In addition, factors such as technological proficiency and institutional support are considered to understand their influence on outcomes. The collected data was analyzed using descriptive and inferential statistical techniques. Descriptive statistics such as percentages and mean values were used to identify general trends, while correlation and regression analysis were applied to examine relationships between variables and test the research hypotheses.

## DATA COLLECTION METHODS

### Quantitative Data:

**AI Tool Usage Data:** Metrics such as frequency of usage, types of AI tools used (e.g., generative AI, resume builders, analytics tools), and level of engagement will be collected to understand usage patterns among MBA students.

**Employability Metrics:** Likert scale responses will be used to measure the development of employability skills such as analytical thinking, communication, problem-solving, and decision-making.

**Job Readiness Metrics:** Survey responses will assess students' level of preparedness for job-related activities, including resume building, interview readiness, and confidence for placements.

**Qualitative Data:**

Surveys: Open-ended questions will be included to gather students' opinions on the usefulness of AI tools, challenges faced (such as over-reliance or lack of training), and overall experience in using AI for career preparation.

**Data Analysis:**

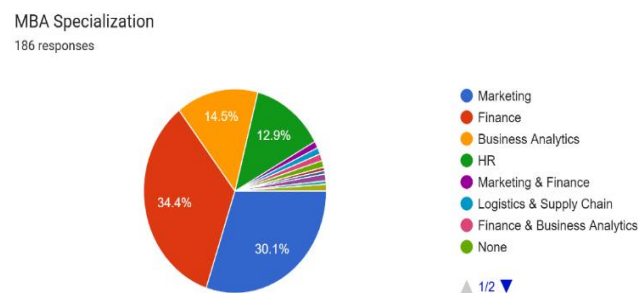
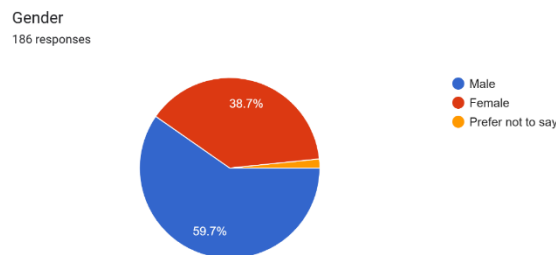
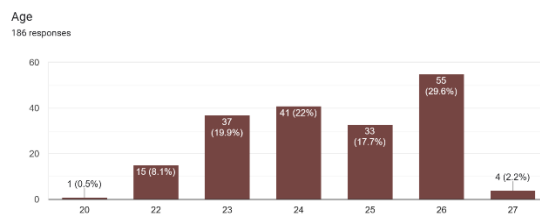
Quantitative data will be analyzed using statistical software to identify patterns and trends. Descriptive statistics will summarize data, while inferential statistics will compare groups and identify significant differences. Qualitative data will be analyzed using thematic analysis to identify recurring themes and patterns in interview transcripts and survey responses. The integration of both quantitative and qualitative findings will provide a holistic understanding of the research questions.

**Research Participants/Case Selection:**

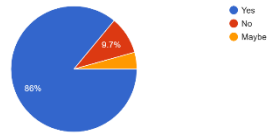
**Student Selection:** Participants will be selected from MBA programs across different colleges in Bangalore using convenience sampling. Efforts will be made to include students from various specializations and backgrounds to ensure a balanced and diverse set of responses.

**Specialization Selection:** The study includes students from various MBA specializations such as Finance, Marketing, Human Resources, and Business Analytics, allowing for a better understanding of how AI tools are used across different fields.

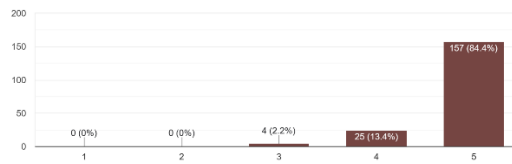
**Respondent Criteria:** The study focuses mainly on MBA students, especially those in their final year or preparing for placements, as they are more actively involved in using AI tools for skill development and job preparations.



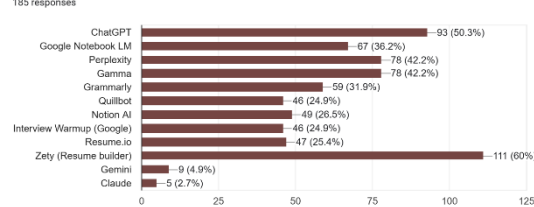
Are you aware of AI-based tools?  
186 responses



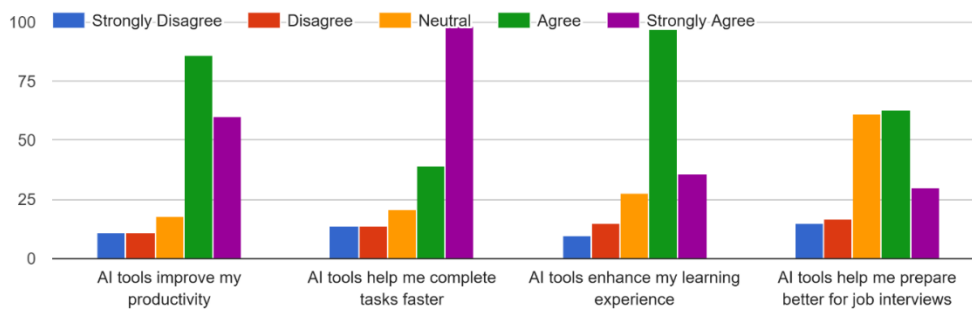
How frequently do you use AI-based tools?  
186 responses



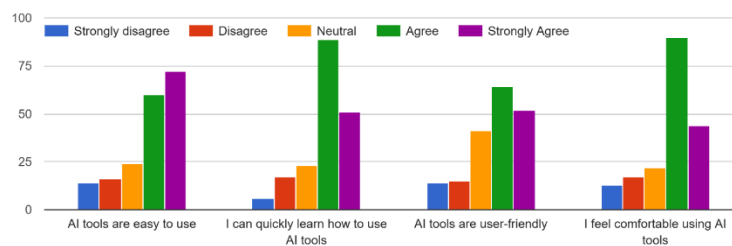
Which AI tools do you use?  
185 responses



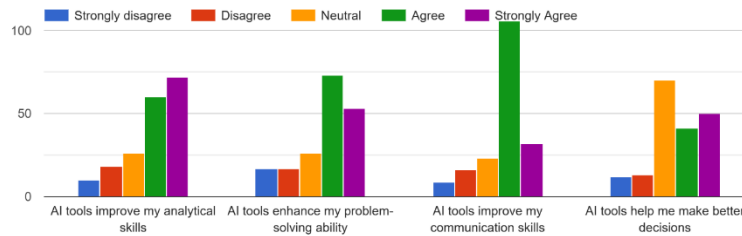
### Perceived Usefulness



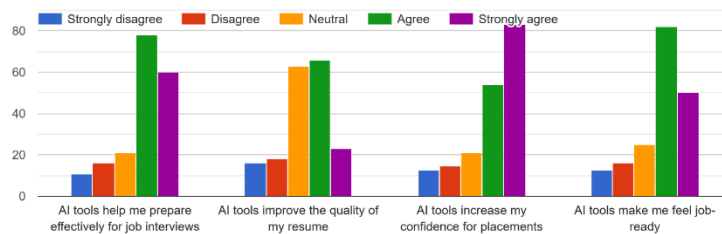
### Perceived Ease of Use



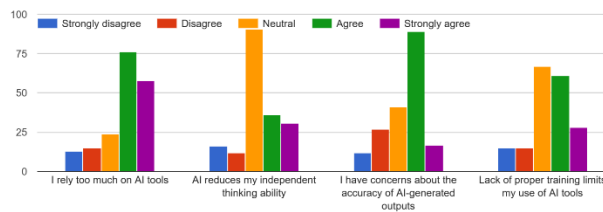
Employability Skills



Job Readiness



Challenges & Concerns



**Interpretation**

The findings of the study suggest that AI-based tools have become a regular part of how MBA students approach both learning and career preparation. A large proportion of students are aware of these tools (86%), and most report using them frequently, indicating that AI is no longer seen as optional but as a practical support in their daily academic work. Students generally view AI tools as both useful and easy to use, which is reflected in the relatively high mean scores for usefulness (3.774) and ease of use (3.783). This ease of access appears to encourage consistent usage and contributes to the development of employability-related skills such as analytical thinking, communication, and problem-solving. The strong relationship between AI usage and employability ( $r = 0.693$ ) further reinforces this observation. At the same time, the improvement in job readiness is present but not as strong (mean = 3.722). The weaker link between employability skills and job readiness ( $r = 0.279$ ) suggests that while AI tools help students build certain skills, they do not fully replace the need for practical exposure and real-world experience. The negative relationship between ease of use and job readiness also points to a possible tendency to rely too much on these tools without deeper engagement.

**FINDINGS**

The analysis of data collected from 186 MBA students in Bangalore reveals several important insights into the role of AI-based tools in employability and job readiness. The study indicates a high level of awareness and adoption of AI tools among students, with the majority actively using them for academic and career-related purposes. AI tools such as generative platforms, resume builders, and writing assistants are widely used, reflecting their growing importance in students' learning and preparation processes. Students generally perceive AI tools as both useful and easy to use, as reflected in the mean scores for perceived usefulness (3.774) and ease of use (3.783). These factors have contributed to frequent usage and integration of AI tools into daily activities, supporting productivity and learning efficiency. The findings show that AI tools have a strong positive impact on employability skills (mean = 3.721). Students reported

improvements in analytical thinking, communication, and problem-solving abilities. This is further supported by a strong positive correlation between AI usage and employability ( $r = 0.693$ ), indicating that increased use of AI tools is associated with better skill development. However, the influence of AI tools on job readiness is comparatively moderate (mean = 3.722). The weak correlation between employability skills and job readiness ( $r = 0.279$ ) suggests that the development of skills does not always translate directly into preparedness for employment. This highlights a gap between learning and real-world application.

An important finding of the study is the negative relationship between ease of use and job readiness ( $r = -0.639$ ), indicating that excessive reliance on easy-to-use AI tools may limit deeper engagement and practical understanding. Similarly, perceived usefulness does not show a strong direct relationship with job readiness, suggesting that perceived benefits alone are not sufficient to ensure career readiness. The study also identifies several challenges associated with AI usage, including over-reliance, concerns about accuracy, reduced independent thinking, and lack of proper training (mean = 3.464). These factors highlight the need for balanced and guided use of AI tools.

### RECOMMENDATIONS

- Integrate AI tools into the MBA curriculum through structured training, workshops, and practical sessions.
- Encourage students to combine AI usage with internships, live projects, and real-world exposure..
- Promote balanced use of AI tools to avoid over-reliance and support independent thinking.
- Provide guidance on ethical and effective use of AI, including accuracy and critical evaluation of outputs.
- Enhance the use of AI tools for placement activities such as resume building and interview preparation.
- Improve awareness and hands-on training for students who are less familiar with AI tools.

### CONCLUSION

The present study examined the perceived role of AI-based tools in enhancing employability and job readiness among MBA students in Bangalore. The findings indicate that AI tools are widely adopted, with high levels of awareness and frequent usage among students. The results further reveal that students perceive AI tools as highly useful and easy to use, which supports their integration into academic and career-related activities. The study highlights that AI tools play a significant role in enhancing employability skills, particularly in areas such as analytical thinking, communication, and problem-solving. This is supported by the strong positive relationship observed between AI usage and employability. However, the impact of AI tools on job readiness is comparatively moderate, indicating that while these tools contribute to skill development, they do not fully prepare students for real-world job requirements. An important insight from the study is that ease of use and perceived usefulness do not necessarily translate into improved job readiness. This suggests that while AI tools enhance efficiency and learning, they must be complemented with practical exposure, experiential learning, and real-world application to achieve meaningful outcomes. Furthermore, the study identifies certain challenges such as over-reliance on AI tools, concerns about accuracy, and lack of proper training, which may limit their effectiveness if not addressed. In conclusion, AI-based tools serve as valuable enablers of learning and skill development but should not be viewed as standalone solutions for job readiness. A balanced approach that integrates AI usage with practical experience and critical thinking is essential to maximize their benefits and prepare students effectively for the evolving job market.

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