


Chapter 5


Artificial Intelligence (AI) Readiness of Business Management Students at a State University: The Role of Demographic Characteristics

Jaysi Tanguilan Corpuz

 <https://orcid.org/0000-0003-3505-0377>


Cavite State University, Philippines

Corpuz

 <https://orcid.org/0009-0005-0888-7691>


Cavite State University, Philippines

Maria Cristina L. Desevida

 <https://orcid.org/0000-0002-8765-7667>


Cavite State University, Philippines

Rose Marian R. Cubacub

 <https://orcid.org/0009-0006-0146-7990>


Cavite State University, Philippines

Princess M. Feliciano

 <https://orcid.org/0009-0004-6897-2698>

Cavite State University, Philippines


Janine Wynnona P. Cac

 <https://orcid.org/0009-0003-6642-6872>

Cavite State University, Philippines

John Michael Colin Maraasin

Kiara Naomi G. Flores

 <https://orcid.org/0009-0002-3210-4632>

Cavite State University, Philippines

ABSTRACT

With the evolution of artificial intelligence (AI), it gives the opportunity to enhance the education sector as students are starting to utilize this technology with its significant benefits. Understanding the demographic profile, knowledge, attitude, and acceptance of students towards AI technologies is essential to prepare students for

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the integration of AI in education. Descriptive and inferential research designs were used to analyze the data collected through face-to-face and online surveys. Results show that the level of knowledge on AI of the respondents demonstrated a moderate understanding of AI, mainly focused on basic functions like grammar checking and content generation. Attitudes toward AI were generally favorable, with students recognizing its value in academic performance. Nonetheless, concerns over usability, complexity, and ethical implications persisted. Similarly, AI acceptance levels were moderate, with students acknowledging its value as a helpful tool instead of a substitute for traditional methods. Critical thinking and over-reliance concerns influenced students' hesitations in fully embracing AI in their learning processes. Statistical analysis revealed that while most demographic characteristics, such as age, sex, year level, and AI permissions, had no significant correlation with knowledge, attitudes, or acceptance, some variables did show significant relationships. In testing the relationship, using Pearson's Chi-square and Cramer's V statistical tests, the students' major in the program and their level of AI knowledge were found to have a strong relationship. Additionally, years of experience with using AI and both attitude and acceptance of AI among business management students were found to have a strong relationship. Furthermore, the average daily duration of AI usage and acceptance indicated a strong relationship. The findings of the study highlight the key influential factors in AI readiness in education, emphasizing the role of specialization/program, experience, and average duration of AI usage in shaping students' knowledge, attitudes, and acceptance of AI technologies. This underscores the need for targeted AI integration in business curricula through embedded AI literacy modules, clear academic guidelines, and consistent exposure via specialized AI training for both faculty and students, as well as the adoption of diverse research methods to deepen understanding and increase AI acceptance. At the policy level, addressing infrastructure and access disparities will help ensure equitable digital readiness and support the creation of ethical AI strategies in Philippine higher education.

INTRODUCTION

Artificial intelligence (AI) readiness refers to students' knowledge, attitude, and acceptance of AI tools in education, which are critical for effective integration of these technologies in academic settings. Nearly 86% of students worldwide now utilize AI tools in their academic pursuits, with 54% engaging with them on a weekly basis. In the UK, usage has surged, with 92% of undergraduates reporting they use generative AI, up from 66% just the previous year (Digital Education Council, 2024; Freeman, 2025; University World News, 2025). These numbers show how

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