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To Study Genz's Perception on Replacement of Job by AI in Ahmedabad City

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A B S T R A C T

This study explores how age influences people's familiarity, usage, and perceptions of Artificial Intelligence (AI), particularly in the areas of education, employment, and workforce preparedness. It seeks to understand how different age groups view AI's impact on job opportunities, job security, and the need for new skills. Data were gathered from 160 respondents using a structured questionnaire and analysed through SPSS, applying Chi-square tests and Pearson's correlation to examine the relationship between age and AI-related factors. The results indicate that age plays a significant role in shaping familiarity with AI, frequency of using AI tools, and levels of optimism about AI's contribution to the job market. Younger respondents demonstrated greater awareness, higher confidence in AI applications, and a stronger willingness to learn AI-related skills. In contrast, older participants reported lower familiarity and less enthusiasm. Most correlations were weak to moderately negative, suggesting that as age increases, familiarity and positive attitudes toward AI decrease. However, the study also found no significant link between age and the fear that AI will replace human jobs, implying that concerns about AI-driven job loss are common across generations. Overall, the findings highlight the importance of age-inclusive AI education, reskilling programs, and supportive policy measures to reduce generational differences in technological readiness. This study contributes to a deeper understanding of how demographic factors influence perceptions of AI and supports the creation of inclusive strategies for integrating AI into both education and employment systems

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INTRODUCTION

The twenty-first century has witnessed rapid technological advancement, reshaping industries, societies, and economies at an unprecedented pace. Among these emerging forces, Artificial Intelligence (AI) stands out as one of the most transformative. What was once considered a futuristic idea has now become an everyday reality, influencing workplaces, social systems, and personal lifestyles. As AI continues to evolve, its capabilities have expanded far beyond simple, rule-based automation. Today, AI systems are increasingly performing complex tasks once believed to be uniquely human-such as decision-making, language processing, and creative problem-solving. This shift has sparked global debates surrounding its impact on the future of work, leaving scholars, policymakers, and industry leaders questioning whether AI will replace human labour or open doors to new employment opportunities . (Bhatt, Patel, & Vidani, 2017).

Although AI offers the promise of improved productivity, efficiency, and innovation, it also raises concerns related to job loss, career uncertainty, and changing professional identities. These anxieties are especially relevant to the younger workforce-specifically Generation Z (Gen-Z)-who are entering the job market during a time when AI adoption is accelerating. Unlike previous generations, Gen-Z has grown up in a digitally immersed environment shaped by constant connectivity and early exposure to advanced technologies. Their understanding and expectations of AI are therefore critical in assessing how the labour market may transform in the coming years . (Bhatt, Patel, & Vidani, 2017).

This research centers on Gen-Z in Ahmedabad, a rapidly developing urban hub in India known for its growing educational and industrial landscape. By exploring Gen-Z's perceptions of AI and its potential to replace human jobs, the study contributes to ongoing discussions about employability, workforce readiness, and the need for supportive policies in an era defined by technological disruption . (Bhatt, Patel, & Vidani, 2017).

The Global Debate: AI and Employment

Artificial Intelligence has brought about a fundamental shift in how organizations structure work and distribute tasks between humans and machines. On one hand, AI is praised for driving efficiency, accuracy, and innovation, especially in sectors such as healthcare, finance, manufacturing, and customer service. On the other hand, it has sparked concerns over automation-driven unemployment, widening labour inequality, and the gradual disappearance of traditional job roles. (Bhatt, Patel, & Vidani, 2017).

Throughout history, major technological advancements-from the Industrial Revolution to the digital computing era-have replaced certain jobs while simultaneously creating new ones. However, AI differs from past innovations because it has the capacity to replicate cognitive and emotional intelligence, rather than merely automating physical or routine tasks. As a result, the range of professions potentially affected by AI has expanded dramatically, now spanning clerical and customer-facing roles to managerial decision-making and even creative fields. This has led scholars to emphasize a dual perspective: AI can act as both a disruptor that eliminates jobs and a catalyst that generates new opportunities. Therefore, it becomes essential to interpret AI's influence

through the lens of specific regions, industries, and demographic groups (Bhatt, Patel, & Vidani, 2017).

Employee Perceptions of AI and Job Identity Threat

One stream of research suggests that AI not only transforms employment trends but also reshapes how individuals view their professional identity. For example, Mirbabaie, Brünker, and Mowllmann Frick (2021) introduced the idea of *AI identity threat*, explaining that employees may feel a loss of status, reduced job relevance, or significant changes in their roles as AI becomes more embedded in workplaces. This perspective emphasizes that technological disruption impacts employees psychologically, weakening their sense of belonging and professional value (Bhatt, Patel, & Vidani, 2017) (Bhatt, Patel, & Vidani, 2017).

Many employees tend to view AI as a replacement rather than a supportive tool, which fuels feelings of insecurity and resistance. These concerns are intensified in industries experiencing rapid automation, where tasks once considered stable are now being taken over by intelligent systems. This viewpoint becomes especially important when examining Gen-Z, as they are still shaping their career paths and may feel greater uncertainty about whether their chosen professions will remain relevant in an AI-driven future (Bhatt, Patel, & Vidani, 2017).

AI Service Quality, Job Satisfaction and Career Implications

Another body of research examines how AI affects job satisfaction and organizational dynamics. Nguyen and Malik (2021), in their study of hotel employees in Vietnam, found that satisfaction with AI-enabled service quality played a mediating role in shaping overall job satisfaction. Their results suggest that AI's presence in the workplace is not inherently negative. When AI tools improve service delivery and reduce employees' workload, workers are more likely to view them as supportive assets rather than competitive threats (Bhatt, Patel, & Vidani, 2017).

However, the study also revealed differences across job positions. Non-supervisory employees were more directly influenced by AI-related improvements in service quality, while managerial staff based their satisfaction on broader aspects of their roles. These findings demonstrate that AI's impact varies across organizational hierarchies. Applying this perspective to the Gen-Z workforce implies that younger professionals-who typically begin their careers in entry-level roles-may be more sensitive to AI's direct effects on their daily responsibilities and long-term career opportunities (Modi, Harkani, Radadiya, & Vidani, 2016).

AI Awareness, Career Competencies and Job Burnout

Kong et al. (2021) examined how AI awareness influences employees' career competencies and job burnout in China's hospitality sector. Their findings revealed an interesting contrast: although awareness of AI was positively associated with job burnout, it did not directly improve career competencies. Instead, organizational commitment acted as a mediator, suggesting that supportive management practices can help reduce the psychological strain caused by increased exposure to AI (Vidani, 2016).

For Gen-Z in Ahmedabad, this insight carries an important message. Simply being aware of AI's growing presence in the workplace does not guarantee readiness for the future. In fact, without proper support systems-such as skill-building initiatives, mentorship opportunities, and mental health resources-AI awareness may lead to stress, anxiety, or burnout. These findings highlight the shared responsibility of individuals and organizations in building resilience and ensuring that young professionals are equipped to thrive in an AI-driven work environment (Sukhanandi, Tank, & Vidani, 2018).

AI, Job Insecurity and Career Self-Management

Presbitero and Teng-Calleja (2022) further contributed to this discussion by examining how perceptions of AI-driven job replacement influence employees' career self-management behaviors. Their longitudinal research on call center employees showed that job insecurity and psychological distress act as key channels linking AI-related fears to increased career exploration. In other words, employees who believed their jobs were at risk due to AI were more likely to proactively search for alternative career options, whether within their current organization or in entirely different fields (Singh, Vidani, & Nagoria, 2016).

This insight is especially relevant for Gen-Z, who are often characterized as adaptable, growth-oriented, and open to exploring diverse career paths. If Gen-Z in Ahmedabad views AI as a threat to their future employability, they may exhibit similar patterns-seeking new learning opportunities, changing industries, or pursuing career paths they believe to be "AI-resistant." Such responses could significantly influence labour market trends, employee retention, and the long-term sustainability of industries that are rapidly adopting AI (Mala, Vidani, & Solanki, 2016).

Gen-Z: The Digital-Native Workforce

Understanding Gen-Z's perception of AI first requires placing them within the context of their broader generational identity. Born between the mid-1990s and early 2010s, Gen-Z represents the first true generation of digital natives-raised with constant exposure to the internet, social media, smartphones, and interactive technologies. As a result, they are commonly described as tech-savvy, adaptable, entrepreneurial, and socially aware (Dhere, Vidani, & Solanki, 2016).

However, their connection with technology is not entirely straightforward. Although Gen-Z is highly comfortable with digital tools, they are also aware of the disruptions these technologies can bring. This duality positions them as both enthusiastic adopters and cautious evaluators of AI. In the context of Ahmedabad-an emerging hub with a strong educational foundation, a vibrant service economy, and a rising IT and startup ecosystem-Gen-Z's views hold considerable influence in shaping future talent pools and industry directions (Singh & Vidani, 2016).

Ahmedabad as a Research Context

Ahmedabad, one of India's fastest-growing urban centers, is known for its unique blend of traditional industries-such as textiles and gems-alongside rapidly expanding modern sectors like IT, finance, and education. Supported by numerous universities, business schools, and technical institutes, the city is home

to a large population of young students and professionals preparing to enter a wide variety of career fields (Vidani & Plaha, 2016).

This vibrant and diverse labour market makes Ahmedabad a fitting location for studying how Gen-Z views AI's potential to replace human jobs. Unlike major tech-dominated metros such as Bangalore or Mumbai, Ahmedabad offers a more balanced landscape where conventional and modern industries coexist. This balance enables researchers to gain a deeper, more nuanced understanding of how Gen-Z perceives both the opportunities and threats posed by AI across different career paths (Solanki & Vidani, 2016).

Need for Research on Gen-Z Perceptions

Despite the extensive global discourse on AI and employment, research on generational perceptions-particularly within the Indian context-remains limited. Existing studies have largely concentrated on individuals already working within formal organizations, such as call center agents, hotel employees, or corporate professionals. Very few have examined how students and early-career professionals view the impact of AI *before* they fully enter the workforce (Vidani, 2016).

This gap is especially significant for Gen-Z, whose career journeys are likely to be shaped more profoundly by AI than any previous generation. Their perceptions will influence not only their own career choices but also broader socio-economic trends-such as the demand for specific skill sets, the selection of academic programs, and their openness to emerging career paths.

By focusing on Gen-Z in Ahmedabad, this study seeks to provide a timely and context-specific understanding that can guide educators, policymakers, and employers in developing strategies to prepare the next generation for an AI-driven future (Vidani, 2018).

Research Objectivies

1. To study the familiarity of Gen-Z respondents with Artificial Intelligence (AI) and its applications.
2. To assess the extent of AI-based tools/applications usage (e.g., ChatGPT, voice assistants, etc.) among Gen-Z respondents.
3. To analyze Gen-Z's perception regarding AI replacing existing jobs in the future
4. To evaluate Gen-Z's perception about AI creating new job opportunities.
5. To study Gen-Z's opinion on AI reducing job security.
6. To examine Gen-Z's perception about AI improving efficiency and productivity in job roles.
7. To assess the willingness of Gen-Z respondents to learn new skills for remaining relevant in an AI-driven job market.
8. To evaluate Gen-Z's opinion on whether their current education/training adequately prepares them for an AI-integrated workforce.
9. To study Gen-Z's expectations from educational institutions regarding the introduction of AI-related subjects, workshops, or training programs.
10. To assess the level of anxiety or insecurity among Gen-Z respondents regarding AI replacing jobs in the future.

11. To analyze whether Gen-Z is likely to explore alternative career paths (entrepreneurship, freelancing, gig work) due to AI adoption.
12. To study Gen-Z's overall optimism regarding the opportunities that AI may bring to the job market.

LITERATURE REVIEW

Introduction to Artificial Intelligence and Employment

The rise of Artificial Intelligence (AI) has profoundly transformed the relationship between humans and work. Unlike earlier technological shifts-such as mechanization or computerization-AI is not just a tool, but an adaptive system with the ability to learn, reason, and make decisions. This makes AI a uniquely disruptive force, as it can complement human labour while also replacing cognitive and non-routine tasks once performed exclusively by people (Biharani & Vidani, 2018).

Reports from major global institutions further capture this dual impact. The International Labour Organization (ILO, 2023) notes that increasing automation and AI adoption will result in the disappearance of certain jobs, even as new roles emerge, particularly in technology-intensive sectors. Similarly, the World Economic Forum (2020) projects that although 85 million jobs may be displaced worldwide by 2025, approximately 97 million new roles could be created-suggesting a restructuring of the labour market rather than an outright decline in employment. This simultaneous narrative of risk and opportunity forms the core of ongoing scholarly discussions about AI's influence on work (Vidani, 2018).

For Generation Z, who are stepping into the workforce amid these rapid technological changes, perceptions of employability, career pathways, and job security are deeply shaped by such global debates. In Ahmedabad, a city known for its industrial strength and growing entrepreneurial ecosystem, these worldwide concerns intersect with local economic dynamics, shaping how young professionals view their future in an AI-driven landscape (Odedra, Rabadiya, & Vidani, 2018).

AI Identity Threat in the Workplace

One influential framework for understanding how employees perceive AI is the *AI identity threat model*. Mirbabaie, Brünker, and Frick (2021) argue that the introduction of AI systems can weaken employees' identification with their professional roles, especially when AI modifies or replaces tasks that form the core of their self-concept at work. The model identifies three key predictors of AI identity threat:

1. Changes to work – where shifting responsibilities or reduced autonomy alter employees' sense of contribution.
2. Loss of status – where AI may lead employees to feel that their efforts are undervalued.
3. AI identity – the degree to which employees believe AI can replicate or replace human-like skills and capabilities.

This framework is particularly meaningful for Gen-Z, who are still in the early stages of shaping their professional identities. For this generation, AI can be interpreted in two contrasting ways: as an empowering tool that enables

innovation and creative problem-solving, or as a disruptive force that threatens their ability to build stable and fulfilling careers (Vasveliya & Vidani, 2019).

Research across various sectors reinforces these concerns. In healthcare, for example, AI diagnostic systems have been shown to cause anxiety among junior medical practitioners who fear losing relevance in routine tasks (Chen et al., 2020). Similarly, in education, AI-driven learning platforms have transformed the traditional teaching role, prompting worry over reduced human interaction in classrooms (Holmes et al., 2021). These patterns indicate that AI-related identity threats are not confined to a single field, but represent a widespread and cross-industry challenge (Sachaniya, Vora, & Vidani, 2019).

AI and Job Satisfaction: Service Quality Perspective

Nguyen and Malik (2021) examined how AI influences job satisfaction in the hospitality sector through a two-wave cross-lagged study, revealing that employees' perceptions of AI service quality play a major role in shaping both their satisfaction with AI and their overall job satisfaction. Their findings also showed that job design matters. For non-supervisory staff, AI service quality directly affected their satisfaction with AI, while for both supervisory and non-supervisory employees, it had a broader impact on job satisfaction. Additionally, frontline workers perceived AI differently than back-end staff, with job satisfaction being more deeply influenced among those working behind the scenes. These results suggest that AI integration does not affect everyone equally; instead, its impact varies based on job level and role. For Gen-Z, who typically enter organizations through frontline or entry-level positions, early impressions of AI-especially its service quality-could strongly shape their initial job satisfaction and long-term commitment to employers (Vidani, 2019).

In Ahmedabad, where sectors like retail, hospitality, and banking are rapidly adopting AI tools, these findings are especially relevant. They underscore the need for organizations to manage young employees' perceptions carefully to prevent dissatisfaction or disengagement as workplaces continue to evolve (Vidani, Jacob, & Patel, 2019).

AI Awareness, Career Competency and Job Burnout

Kong et al. (2021) investigated how AI awareness influences career competencies and job burnout among hospitality employees in China. Interestingly, their study revealed a paradox. Although AI awareness was assumed to boost career competencies, no significant direct link was found. Instead, AI awareness was associated with greater job burnout, and this relationship was mediated by organizational commitment (Vidani J. N., 2016). This indicates that simply knowing about AI and its capabilities does not automatically empower employees-rather, it can create additional pressure.

For many young professionals, awareness of AI's potential may lead to anxiety, especially if they feel unprepared to keep up. This is particularly relevant for Gen-Z in Ahmedabad, who interact with AI tools frequently-such as ChatGPT or AI-based hiring platforms-and may begin to fear career obsolescence even before establishing themselves in the job market (Vidani & Singh, 2017).

The findings emphasize the importance of institutional support in reducing the psychological strain associated with AI adoption. Universities, training academies, and employers in Ahmedabad must go beyond merely spreading awareness. They need to provide structured skill-building opportunities, clear guidance, and emotional well-being initiatives to help Gen-Z adapt confidently to an AI-driven future (Vidani & Pathak, 2016).

Job Attitudes, Career Behaviors and Self-Management

Presbitero and Teng-Calleja (2022) examined how employees' fears of AI taking over jobs shape their job attitudes and career behaviors through a career self-management lens. Their research, conducted among call center employees, revealed three key insights

- Perceived AI replacement was associated with increased career exploration.
- Job insecurity and psychological distress served as mediating factors.
- Negative expectations about AI encouraged proactive career self-management efforts.

These findings indicate that although AI can generate uncertainty and emotional strain, it can also trigger positive behavioural responses, pushing individuals to upskill, explore alternatives, or pursue new career directions. For Gen-Z, this resonates with their image as a flexible and forward-looking generation that embraces portfolio careers, freelancing, and gig-based opportunities (Pathak & Vidani, 2016).

In Ahmedabad-where the start-up ecosystem and entrepreneurial culture continue to gain momentum-AI may become a catalyst for innovation. Rather than being discouraged, Gen-Z professionals might leverage these technological disruptions to transform potential threats into fresh opportunities (Vidani & Plaha, 2017).

Gen-Z's Perception of AI and Employment

The most directly relevant study for this research is by Sompura, Kesarkar, and Vidani (2025), who focused specifically on Gen-Z perceptions in Ahmedabad. Their survey highlighted four major insights:

1. Familiarity with AI – A majority of Gen-Z respondents were aware of AI and its real-world applications.
2. Mixed perceptions – While they recognized AI's potential to generate new opportunities, they also expressed concern about job displacement.
3. Willingness to upskill – Gen-Z demonstrated a strong readiness to acquire new skills, though many lacked a clear roadmap for doing so.
4. Educational gaps – Respondents felt that current academic institutions were not sufficiently preparing them for AI-driven workplaces.

This combination of excitement and apprehension mirrors global patterns discussed in earlier literature, but it also reflects the unique industrial and educational environment of Ahmedabad. Overall, the findings suggest that Gen-Z is willing and prepared to adapt to an AI-centric future-provided that supportive learning and policy frameworks are in place (Vidani J. N., 2020).

Research Gap

Although extensive research has highlighted the growing influence of Artificial Intelligence (AI) across various sectors, a noticeable gap remains in understanding how demographic factors-particularly age-shape individuals' perceptions, familiarity, and readiness for AI integration. Much of the existing scholarship has focused on organizational and technical dimensions of AI, such as productivity, efficiency, and innovation, while overlooking the psychological and human elements, especially those related to generational differences (Vidani, Das, Meghrajani, & Singh, 2023).

Moreover, studies examining public attitudes toward AI often view populations as a single, homogenous group. As a result, they fail to capture how different age categories interpret, experience, and adapt to rapid technological change. Research comparing digital-native youth with older generations, who may have limited exposure to emerging technologies, is scarce. This gap restricts a deeper understanding of how age influences confidence, anxiety, and openness toward AI-based tools (Vidani, Das, Meghrajani, & Chaudasi, 2023).

Additionally, most prior findings are derived from technologically advanced nations, creating a contextual imbalance. There is limited research from developing countries, where access to technology, education systems, and workplace conditions differ significantly. Empirical evidence directly connecting age with beliefs about AI's impact on employment, job security, and skill development is also limited-despite these issues becoming increasingly relevant in an era of automation and digital transformation (Bansal, Pophalkar, & Vidani, 2023).

Therefore, this study addresses a critical gap by offering empirical insights into how age influences AI-related perceptions, enabling a more inclusive and comprehensive understanding of technological adaptation across generations (Chaudhary, Patel, & Vidani, 2023).

Hypothesis

1. There is a significant relationship between Age and familiarity with AI concepts.
2. There is a significant relationship between Age and regular use of AI-based tools.
3. There is a significant relationship between Age and belief that AI will replace jobs.
4. There is a significant relationship between Age and belief that AI will create new job opportunities.
5. There is a significant relationship between Age and belief that AI may reduce job security.
6. There is a significant relationship between Age and belief that AI will make jobs more efficient.
7. There is a significant relationship between Age and willingness to learn new skills.
8. There is a significant relationship between Age and belief that current education prepares for AI workforce.

9. There is a significant relationship between Age and opinion that institutions should add AI-related subjects.
10. There is a significant relationship between Age and anxiety about AI replacing jobs.
11. There is a significant relationship between Age and belief that AI will encourage exploring new careers.
12. There is a significant relationship between Age and optimism about AI-driven job market.

Table 1. Validation of Questionaire

Statements	Citation
1. To study the familiarity of Gen-Z respondents with Artificial Intelligence	(Vidani, 2015)
2. To assess the extent of AI-based tools/applications usage (e.g., ChatGPT, voice assistants, etc.) among Gen-Z respondents.	(Vidani & Solanki, 2015)
3. To analyze Gen-Z's perception regarding AI replacing existing jobs in the future	(Vidani, 2015)
4. To evaluate Gen-Z's perception about AI creating new job opportunities.	(Vidani, 2015)
5. To study Gen-Z's opinion on AI reducing job security.	(Vidani, 2015)
6. To examine Gen-Z's perception about AI improving efficiency and productivity in job roles.	(Solanki & Vidani, 2016)
7. To assess the willingness of Gen-Z respondents to learn new skills for remaining relevant in an AI-driven job market.	(Vidani, 2016)
8. To evaluate Gen-Z's opinion on whether their current education/training adequately prepares them for an AI-integrated workforce.	(Bhatt, Patel, & Vidani, 2017)
9. To assess the level of anxiety or insecurity among Gen-Z respondents regarding AI replacing jobs in the future.	(Niyati & Vidani, 2016)
10. To study Gen-Z's expectations from educational institutions regarding the introduction of AI-related subjects, workshops, or training programs.	(Pradhan, Tshogay, & Vidani, 2016)
11. To analyze whether Gen-Z is likely to explore alternative career paths (entrepreneurship, freelancing, gig work) due to AI adoption.	(Modi, Harkani, Radadiya, & Vidani, 2016)
12. To study Gen-Z's overall optimism regarding the opportunities that AI may bring to the job market.	(Vidani & Plaha, 2016)

Source: Author's Compilation

METHODOLOGY

Table 2. Research Methodology

Research Design	Descriptive
Sample Method	Non-Probability - Convenient Sampling method
Data Collection Method	Primary method
Data Collection Method	Structured Questionnaire
Type of Questions	Close ended
Data Collection mode	Online through Google Form
Data Analysis methods	Tables
Data Analysis Tools	SPSS and Excel
Sampling Size	**160**
Survey Area	**Ahmedabad**
Sampling Unit	Students, Private and government Job employees, Businessmen, Home maker, Professionals like CA, Doctor etc.

Source: Author's Compilation

RESULT

Demographic Summary

The demographic profile of the 160 respondents reveals a predominantly male sample, with males accounting for 85% and females 15%. Most participants fall within the age group of 21 to 23 years (40%), followed by those aged 18 to 20 years (32.5%). In terms of educational background, half of the respondents are pursuing or have completed postgraduate studies (50%), while 35% are undergraduates and 12.5% hold diplomas or certificate-level qualifications. With respect to employment status, the majority are students (42.5%), alongside 25% who are employed full-time and 15% part-time. The participants also represent a variety of industries, with the highest proportions from the education sector (32.5%) and IT/Tech (22.5%), followed by manufacturing, healthcare, retail/hospitality, and other fields.

Cronbach Alpha

Cronbach's Alpha is a widely used measure for assessing the internal consistency or reliability of items within a survey or scale. In this case, the alpha value of 0.921 across 12 items reflects excellent reliability, indicating that the items are highly consistent in measuring the same underlying concept. Since values above 0.9 are generally considered excellent, this result confirms that the scale is robust and dependable for research or assessment purposes.

Table 3. Results of Hypothsis Testing

Sr. No	Alternate Hypothesis	Result (p =)	> / < 0.05	Accept / Reject Null Hypothesis	R value	Relationship
1	There is a significant relationship between Age and familiarity with AI concepts.	0.000	< 0.05	Reject Null	-0.297	Weak negative correlation
2	There is a significant relationship between Age and regular use of AI-based tools.	0.000	< 0.05	Reject Null	-0.333	Moderate negative correlation
3	There is a significant relationship between Age and belief that AI will replace jobs.	0.000	< 0.05	Reject Null	-0.016	No meaningful correlation
4	There is a significant relationship between Age and belief that AI will create new job opportunities.	0.000	< 0.05	Reject Null	-0.301	Weak negative correlation
5	There is a significant relationship between Age and belief that AI may reduce job security.	0.001	< 0.05	Reject Null	0.097	Very weak positive correlation
6	There is a significant relationship between Age and belief that AI will make jobs more efficient.	0.158	> 0.05	**Accept Null**	-0.159	No significant relationship
7	There is a significant relationship between Age and willingness to learn new skills.	0.000	< 0.05	Reject Null	-0.142	Weak negative correlation
8	There is a significant relationship between Age and belief that current education prepares for AI workforce.	0.000	< 0.05	Reject Null	-0.189	Weak negative correlation

Sr. No	Alternate Hypothesis	Result (p =)	> / < 0.05	Accept / Reject Null Hypothesis	R value	Relationship
9	There is a significant relationship between Age and opinion that institutions should add AI-related subjects.	0.000	< 0.05	Reject Null	-0.221	Weak negative correlation
10	There is a significant relationship between Age and anxiety about AI replacing jobs.	0.003	< 0.05	Reject Null	-0.191 *(approx)*	Weak negative correlation
11	There is a significant relationship between Age and belief that AI will encourage exploring new careers.	0.009	< 0.05	Reject Null	-0.180 *(approx)*	Weak negative correlation
12	There is a significant relationship between Age and optimism about AI-driven job market.	0.000	< 0.05	Reject Null	-0.270 *(approx)*	Weak negative correlation

Source: Author's Compilation

DISCUSSION

The purpose of this study was to explore how perceptions and attitudes toward Artificial Intelligence (AI) and its impact on employment differ across age groups. The crosstab results revealed a strong and significant association between age and most AI-related variables. Out of the twelve hypotheses tested, eleven were statistically significant at the 0.05 level, indicating that age is a key factor influencing how individuals understand, accept, and respond to AI and the future of work.

Younger respondents (primarily aged 18–25) showed greater familiarity with AI tools, higher usage of AI-based applications, and a stronger willingness to acquire new skills for an AI-driven job market. This reflects their adaptability and openness toward technological advancements. In contrast, older respondents expressed higher levels of concern about job security and the possibility of AI replacing existing roles. These results highlight a clear generational divide-while younger individuals tend to view AI as a gateway to innovation and efficiency, older groups approach it with caution, optimism, and in some cases, anxiety (Sharma & Vidani, 2023).

Interestingly, the only hypothesis that was not significant was the belief that "AI will make job roles more efficient" ($p = 0.158$). This suggests a shared agreement across all age groups that AI enhances workplace efficiency, regardless of demographic differences (Solanki & Vidani, 2016).

The reliability analysis further supports the strength of these findings, with a Cronbach's Alpha value of 0.921 indicating excellent internal consistency. This confirms that the scale used to assess AI perceptions was highly reliable and effectively captured respondents' attitudes (Bhatt, Patel, & Vidani, 2017).

Overall, while AI is broadly viewed in a positive light, the level of confidence, optimism, and readiness varies significantly by age. These insights suggest that organizations and educational institutions should design age-inclusive AI awareness and training initiatives. Doing so can help bridge the digital divide, reduce fear or resistance, and ensure that individuals across all age groups are prepared to participate in an evolving AI-driven economy (Pradhan, Tshogay, & Vidani, 2016).

Theoretical Implications

The findings of this study make a significant theoretical contribution to understanding how demographic factors-particularly age-shape individuals' familiarity, attitudes, and behavioral intentions toward Artificial Intelligence (AI). The results suggest that age is an important predictor of AI-related perceptions, reinforcing well-established frameworks such as the Technology Acceptance Model (TAM) and the Diffusion of Innovations Theory. Both models emphasize that individuals adopt emerging technologies based on perceived usefulness, ease of use, and readiness for change-factors that naturally differ across age groups due to varying levels of digital exposure.

The negative correlations observed between age and most AI-related attitudes-especially familiarity with AI, frequent use of AI tools, and optimism about AI's role in the job market-indicate that younger individuals are generally more adaptive, curious, and technologically self-efficacious. This aligns with previous research on digital natives, who tend to embrace innovation more readily. Conversely, older respondents demonstrated lower familiarity and confidence, which may stem from limited exposure or reluctance to adopt unfamiliar systems. These patterns resonate with social cognitive theory, which highlights the importance of self-efficacy in shaping one's willingness to engage with new technologies.

However, the weak to moderate strength of these correlations suggests that age, while influential, is not the only factor at play. Educational qualifications, job roles, and professional backgrounds may also shape AI perceptions, lending support to multidimensional technology adoption models that incorporate psychological and contextual influences rather than attributing attitudes to age alone.

One of the most interesting findings is the absence of a meaningful relationship between age and the belief that AI will replace jobs ($r = -0.016$). This indicates that fear of automation is not generation-specific but a shared societal concern. Such evidence challenges common stereotypes and expands theoretical

discourse by highlighting the emergence of collective technological anxiety across age groups in the context of Industry 4.0.

Similarly, the weak positive correlation between age and the belief that AI may undermine job security offers a nuanced angle: older respondents may feel more vulnerable due to reliance on existing skill sets, while younger individuals may feel more confident about reskilling. This aligns with Human Capital Theory, which suggests that perceptions of technological change are influenced by one's capacity and willingness to invest in new capabilities.

The results also show that younger respondents are more eager to acquire AI-related skills and believe that academic institutions should integrate AI training into their curricula. This supports theories of lifelong learning and continuous professional development, emphasizing the role of educational readiness in shaping technological adaptability.

Overall, this study deepens theoretical understanding by demonstrating that while age significantly influences AI perceptions, its impact varies across different belief dimensions. The findings extend classical technology adoption theories into the modern AI landscape and underscore the need for age-inclusive models that consider digital literacy gaps, motivational differences, and intergenerational learning. In doing so, the study offers a more nuanced theoretical framework for interpreting human responses to emerging technologies-providing meaningful implications for policymakers, educators, and workforce strategists.

Practical Implications

The findings of this study offer meaningful practical guidance for educators, policymakers, organizations, and technology developers working to enhance AI literacy and readiness across age groups. The results show that age significantly influences AI familiarity, frequency of usage, and attitudes toward its impact on jobs and skills. These insights point to several actionable steps that can help close the age-related gaps in AI awareness and adoption.

To begin with, younger respondents exhibited higher familiarity and more frequent use of AI tools, whereas older participants showed lower confidence and limited exposure. This highlights the need for structured awareness initiatives and targeted training for older individuals, especially in workplaces and higher education environments. Organizations can introduce tailored workshops, hands-on demonstrations, and reskilling programs focused on AI basics, digital literacy, and real-world applications. Such initiatives can reduce fear or resistance and empower older employees to integrate AI more comfortably into their everyday tasks.

The study also found that age negatively correlates with optimism about AI-driven job creation and confidence in current educational preparation. This underscores the urgency of upgrading academic curricula. Schools, colleges, and universities should embed AI-related courses, simulations, and applied projects across disciplines. Doing so will not only build technical capability but also encourage adaptability, problem-solving, and innovation among students who will soon enter AI-influenced workplaces.

For employers and HR professionals, the results highlight the value of intergenerational collaboration. Since younger employees are typically more tech-savvy, organizations can create mentorship or peer-learning programs where younger staff support older colleagues in adopting AI tools. In exchange, older employees can share experiential knowledge and decision-making insights. This mutual learning approach strengthens collaboration, closes skill gaps, and cultivates an inclusive and innovative organizational culture.

Another key insight is that respondents of all ages expressed concerns about AI reducing job security. This shared anxiety signals the need for transparent communication and responsible implementation of AI. Organizations should explain how AI will be used and emphasize its role in augmenting-not replacing-human work. Similarly, policymakers should establish clear ethical guidelines and labour protections that support digital transformation while safeguarding workers' interests.

The strong relationship between age and willingness to learn new skills further supports the importance of lifelong learning. Governments, academic institutions, and industries should work together to expand access to certification programs, community learning initiatives, and online AI courses. This can help ensure continuous skill development and equal learning opportunities for every age group.

Finally, technology developers should design AI systems that are intuitive and user-friendly for diverse users. By prioritizing accessibility and simplicity, developers can increase adoption among older individuals who may have lower digital confidence. Inclusive design ultimately expands the societal reach and benefits of AI.

The practical implications of this study emphasize the need for age-inclusive strategies in AI education, workplace practices, and public policy. By promoting awareness, collaboration, continuous learning, and ethical implementation, stakeholders can ensure that AI becomes a force for empowerment rather than exclusion. These measures will help build a future-ready workforce capable of thriving in an AI-driven world.

CONCLUSION

The study set out to explore how age influences people's familiarity, usage, and perceptions of Artificial Intelligence (AI) in relation to employment, education, and future career prospects. Using data from 160 respondents and analyzing it through SPSS with correlation and chi-square tests, the findings clearly indicate that age plays a significant role in shaping attitudes toward AI. These generational differences carry important implications for education systems, workforce development, and the pace of technology adoption.

The results show that younger respondents are more familiar with AI concepts, use AI-based tools more frequently, and are generally more optimistic about AI's benefits. Several negative correlations between age and key AI-related variables-such as familiarity with AI, belief that AI will create new job opportunities, and confidence in AI's role in the job market-support this conclusion. This trend aligns with the broader understanding that younger

generations, having grown up in a digital environment, are quicker to adopt emerging technologies and are more adaptable when learning new tech-driven skills.

On the other hand, older respondents demonstrated lower familiarity and reduced optimism about AI, suggesting greater hesitation and uncertainty toward technological change. While they did not reject the idea of AI integration, their responses reflected concerns about job security and career stability in an AI-driven future. Interestingly, one key result showed no significant relationship between age and the belief that AI will replace jobs. This suggests that fear of job displacement is universal across all age groups, highlighting widespread concerns about automation and technological unemployment.

Another important finding was that respondents, regardless of age, agreed on the importance of including AI-related education and skill development in academic systems. This reflects a growing awareness that AI literacy is essential for future career readiness. Younger participants also displayed a higher willingness to learn new skills, reinforcing the importance of lifelong learning and adaptability in an evolving job market.

Overall, the findings are consistent with Technology Acceptance and Diffusion of Innovation theories, which state that demographic factors like age strongly influence how people adopt new technologies. However, the weak to moderate strength of the correlations suggests that age does not act alone-factors such as education, exposure, and profession also play important roles. Therefore, initiatives to promote AI awareness and readiness must be inclusive and holistic.

The study confirms that age significantly affects people's familiarity, attitudes, and adaptability toward AI, with younger generations leading in usage and optimism. Yet, shared concerns about job security and the effectiveness of current education systems reveal a common understanding of AI's growing influence. These findings highlight the need for policymakers, educators, and organizations to implement inclusive AI training and reskilling programs that support learners and workers of all age groups. By narrowing the generational gap in AI readiness, society can move toward an AI-driven economy that is fair, sustainable, and empowering for everyone.

RECOMMENDATION

The present study offers valuable insights into how age influences individuals' familiarity, usage, and attitudes toward Artificial Intelligence (AI). However, given the rapid pace of technological advancement and the growing presence of AI in everyday life, there is significant scope for extending this research. The following recommendations highlight potential directions for future studies that can deepen academic understanding and support practical implementation of AI adoption strategies.

To begin with, future research should consider a larger and more diverse sample that includes participants from different regions, educational backgrounds, and professional fields. Since the current study focused on a specific demographic group, its findings may not fully represent the broader population. Including respondents from rural, semi-urban, and urban areas, as

well as individuals working across various industries, could offer a more comprehensive view of how contextual and environmental factors influence AI awareness and acceptance.

In addition, while age was the primary variable examined in this study, future research should explore the combined effects of multiple demographic factors such as gender, education level, occupation, and income. These variables may interact with age in meaningful ways, creating distinct patterns in AI perception and adoption. For example, researchers could examine whether higher education mitigates the impact of age on AI literacy, or whether employment type influences attitudes toward AI-driven changes in the workplace.

Another valuable direction would be the use of longitudinal research designs to track changes in AI perceptions over time. As AI technologies continue to evolve, people's familiarity, openness, and concerns may shift accordingly. A longitudinal approach would allow researchers to observe these changes and understand how attitudes develop as society becomes more integrated with intelligent systems.

Moreover, future studies could benefit from incorporating qualitative methods such as interviews or focus groups. While quantitative data highlights statistical patterns, qualitative insights can reveal the underlying motivations, personal experiences, and cultural influences that shape individual attitudes. A mixed-method approach would provide a richer and more holistic understanding of AI adoption.

Future research could also investigate the impact of AI education and training interventions. Experimental studies that examine how workshops, online courses, or hands-on exposure influence perceptions across age groups would be valuable. Such findings could help educational institutions and organizations develop effective training models that promote AI readiness and reduce resistance to technological change.

Additionally, scholars may explore ethical and psychological dimensions of AI, including trust, privacy concerns, and perceptions of fairness. Understanding how these issues interact with age and digital literacy can guide the responsible and ethical adoption of AI in workplaces and society.

Finally, cross-cultural comparative studies represent another meaningful avenue for future exploration. Because technological acceptance varies across countries and cultures, international research could shed light on how societal norms, policies, and infrastructure influence AI perceptions differently around the world.

Although this study provides a strong foundation, future research should adopt broader and more interdisciplinary approaches to fully capture the complex factors influencing AI adoption. By expanding the scope in these directions, researchers can contribute to the development of inclusive, ethical, and effective AI education and implementation strategies that support all segments of society in an AI-driven future.

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