

**Independent Study Title** The Influence of AI Literacy on Work Readiness Among University Students

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### ABSTRACT

This study examined the influence of AI literacy on work readiness among university students in Thailand, with particular attention given to the roles of individual factors and university context (access to AI tools). A quantitative research design was employed, and data were collected from 364 fourth-year undergraduate students at Mae Fah Luang University using a structured online questionnaire. The key constructs AI literacy, university context, and work readiness were measured using five-point Likert scales, and the data were analyzed using descriptive statistics, Spearman's correlation, one-way ANOVA, and multiple regression analysis. The findings indicated that the overall levels of both AI literacy and work readiness were high. A strong positive relationship was found between AI literacy and work readiness, while significant differences in AI literacy were observed across selected individual factors, particularly frequency of AI tool usage, prior AI experience, and GPA. Furthermore, AI literacy was identified as a significant predictor of work readiness, whereas university context did not demonstrate a statistically significant direct effect when AI literacy was controlled for. These results suggest that AI literacy functions as a multidimensional competence encompassing cognitive, evaluative, and ethical dimensions that are essential for contemporary employability. The study highlights the importance of integrating AI literacy into higher education curricula through structured, experiential, and reflective learning opportunities to enhance student's readiness for AI-integrated workplaces.

**Keywords:** Work Readiness, AI Literacy, University Students, University Context, Digital Skills, Employability, Higher Education, Thailand