



# Empowering Under graduates for the AI Era: The Role of teachers in enhancing job readiness skills and ethical behavior

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**Abstract-**Artificial Intelligence (AI) transforms our global workforce across sectors such as higher education, the global market, the economy, and teaching methods. This article examines how teachers play a vital role in enhancing undergraduate (UG) job readiness and fostering ethical digital citizenship. One important role of teachers is to provide career-related information to UG students and guide them in the ethical use of different tools on various platforms. This study is based on qualitative analysis using various secondary sources. Some research studies state that teachers play a pivotal role in developing technical skills, soft skills, communication skills, and readiness skills for future generations. As well, teachers face challenges in adopting new technologies, especially those who have not participated in Faculty Development Programs (FDP) or Capacity Building Programs (CBP). Recently, the Indian government has focused more on developing technological skills among teachers, with emphasis on NEP-2020. Therefore, teachers are always ready to help empower UG students with job readiness skills and ethical behaviour. AI can support this by enhancing job readiness for UG students and develop ethical behavior.

**Keywords:** Artificial Intelligence, Undergraduate Education, Job Readiness, Ethical Behaviour, Teacher Role, Employability Skills.

## I. Introduction

In the modern era, AI can change our thinking style in every sector. AI shifts hard work into smart work for both teachers and students in higher education (MacDonald et al., 2024). Technical skills help in managing the ethical use of AI in both academic and non-academic work. Job readiness skills are a major concern for UG students entering national and global job markets (Alshahrani et al., 2024). Work patterns are changing day by day, and job market requirements often do not match the profiles of graduate students. Here, teachers play an essential role in developing job readiness skills for future learners (Chatterjee, 2020). A combination of theoretical and technical skills should be incorporated into student profiles. Teachers provide skill development aligned with market demand, and students learn and apply these skills for job opportunities (Alshahrani et al., 2024). The academic curriculum also supports job readiness skills. NEP 2020 emphasizes the holistic development of students through academic and co-curricular activities at various levels.

Teachers are no longer just content transmitters; they are becoming “architects of augmented learning” in the future. This article discusses how teachers empower UG students in the AI era by enhancing job readiness skills and ethical behaviour.

## II. Objective

To analyse the role of teachers in higher education in empowering UG students towards job readiness skills and ethical behaviour.

## III. Literature Review

In the academic journey of a student, job readiness skills are an integral part of the AI era (MacDonald et al., 2024; Alshahrani et al., 2024). According to Dadson et al. (2025), students focus more on curriculum aspects that foster technical, critical thinking and communication skills. Teachers serve as mentors and facilitators in developing job readiness skills and fulfilling skill requirements according to job demand (Chan, 2023). Chatterjee (2020) states that



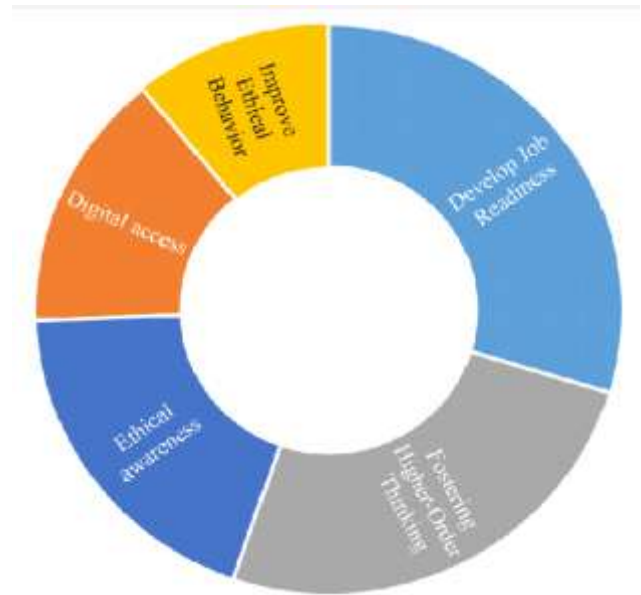
ethical implications of AI technology are a critical task for ethical practice for students.

### IV. Methodology

A qualitative research approach has been used for this study. Through purposive sampling, the researcher collected data from 22 teachers using semi-structured interviews from various higher education institutions (HEIs). Thematic analysis was employed to identify key themes for understanding how job readiness skills are empowered among UG students.

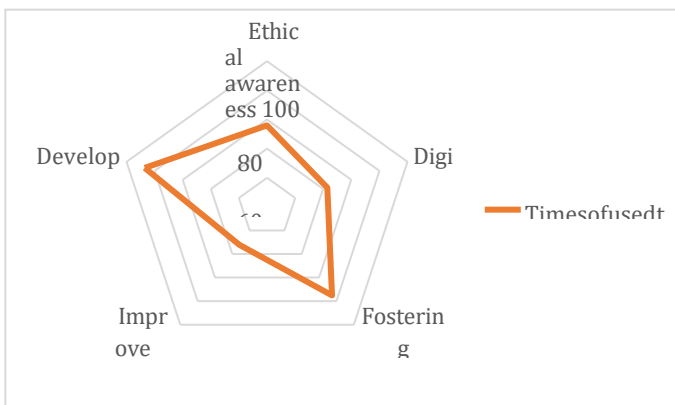
### V. Analysis

Teachers focus more on curriculum aspects to empower job readiness skills for future graduates. Hands-on training is a useful strategy for preparing students with skills required in future job markets. Participation in different internship programs helps students develop and create awareness of their skills according to job demand (Aoun, 2017). There is also a need to focus on ethical behaviour in the use of AI tools for learning and data sharing. Through teaching and learning, teachers can develop an interdisciplinary mindset among graduate learners (Al Braiki et al., 2020). The majority of teachers agree that FDPs and CBPs help develop AI skills among teachers, which can then be transferred to students for employment opportunities. Through various departmental workshops, students can learn and enhance their skills for career development (Buckley et al., 2021). Figure 1 show how AI empowers job readiness skills for UG students based on the collected data.



The analysis revealed several key themes, such as ethical awareness, digital access, fostering higher-order thinking, improving ethical behavior and developing job readiness skills related to AI. All teachers used the term “develop job readiness” 87 times, which reveals that AI can play a significant role in empowering these skills. In contrast, the term “ethical behaviour” was used only 37 times. This indicates a lack of awareness regarding the use of AI technology (UNESCO, 2025).

Figure1. Teachers used terms toward sem powering Job read in ess skills for UG student



### VI. Conclusion

Through various teaching-learning processes, teachers play an important role in empowering UG students. The AI era is multifaceted and requires greater awareness regarding the use of AI technology, especially in the context of information sharing (Greiman, 2021). Engineering and technical courses have greater dominance in developing job readiness skills among students. Course content delivery, lectures, assessment, and evaluation have become more efficient with the proper use of AI technology. Students are also actively participating in various AI-based learning tools. This article identifies the need to create more awareness about the ethical use of AI among future learners (Floridi, 2021). According to Gellai (2022), market demand-based curricular frame works and assessment strategies will further enhance and empower job readiness skills.



A structured research design uses a structured questionnaire to measure awareness, frequency of AI-tool use, perceived usefulness, ethical concerns and teacher guidance. Percentage analysis and cross-tabulation can provide a clearer empirical basis.

The paper connects AI adoption with classroom leadership, learner psychology, attention dynamics and open-source learning tools [15]-[18]. These references help frame AI not only as a technology issue but also as a pedagogical, ethical and employability issue. Global policy documents on generative AI and digital education also support this direction [19]-[21].

The study shows that AI tools can support learning, skill development and employability when they are guided by teachers and ethical academic practices. However, AI adoption should be accompanied by digital literacy, institutional policies and continuous orientation so that students use technology responsibly rather than mechanically.

### References

1. This study justifies the integration of AI in education by highlighting its role in improving teaching methods and assessment practices in higher education.
2. Provides a social perspective on AI adoption in higher education, supporting the need to align AI usage with student learning outcomes and job readiness.
3. Emphasizes the importance of preparing students with skills that cannot be easily replaced by AI, reinforcing the need for job readiness and adaptive learning.
4. Highlights the importance of human involvement in AI systems, supporting the need for ethical awareness and responsible AI use in education and finance.
5. Supports the development of structured AI policies in universities, ensuring ethical and effective integration of AI in teaching and learning.
6. Explores students' perceptions of AI, justifying the need to address both benefits and challenges of AI in higher education.
7. Provides a policy framework for AI adoption in India, supporting the role of institutions and teachers in preparing students for an AI-driven future.
8. Emphasizes ethical and privacy concerns in AI education, justifying the need to promote ethical behaviour among students.
9. Presents ethical principles for AI in society, supporting the importance of integrating ethical awareness into education systems.
10. Highlights the role of policy frameworks and academic networks in AI adoption, justifying curriculum reforms aligned with market demands.
11. Addresses AI as a global challenge in terms of human rights, supporting the need for responsible and ethical AI usage.
12. Links undergraduate education with career readiness, justifying the importance of developing employability skills among students.
13. Emphasizes ethical and human-centered AI integration in education, supporting the need for awareness and responsible AI practices.
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