



INTERNATIONAL JOURNAL OF
MODERN EDUCATION
(IJMOE)

www.gaexcellence.com/ijmoe



DETERMINANTS OF ACCOUNTING STUDENTS' READINESS FOR ARTIFICIAL INTELLIGENCE ADOPTION: A QUANTITATIVE STUDY

Fatin Nabihah Mohd Taha¹, Siti Hasma Hajar Mat Zin^{2*}

¹Faculty of Accountancy, Universiti Teknologi MARA (UiTM) Cawangan Johor, Kampus Segamat

 fatinnabihah@uitm.edu.my

 <https://orcid.org/0009-0002-5718-3883>

²Faculty of Computer and Mathematical Sciences, Universiti Teknologi MARA (UiTM) Cawangan Johor, Kampus Segamat

 hasmahajar@uitm.edu.my

 <https://orcid.org/0009-0009-6881-6923>

*Corresponding Author

Article Info:

Article history:

Received date: 16.06.2026

Revised date: 09.07.2026

Accepted date: 10.08.2026

Published date: 17.09.2026

To cite this document:

Taha, F. N. M., & Zin, S. H. H. M. (2026). Determinants Of Accounting Students' Readiness for Artificial Intelligence Adoption: A Quantitative Study. *International Journal of Modern Education*, 8(31), 556-572.

Abstract:

Nowadays, the utilization of AI technologies such as ChatGPT, QuillBot, and many more has gained immense popularity among higher education students, including those in accounting courses. Although various studies on AI tool usage have been conducted, previous studies have largely emphasized perceived usefulness and perceived ease of use while overlooking other important factors, such as AI knowledge, AI skills, perceived benefits, and perceived challenges, which may collectively influence AI readiness. This study was conducted to determine the significant factors that contribute to accounting students' readiness for AI adoption in the accounting profession. A total of 354 diploma and degree students enrolled in accounting programs participated in this study. Data were collected using an online questionnaire administered through Google Forms. Descriptive statistics, independent t-tests, Pearson correlation analysis, and multiple regression analysis were applied in this study. The results showed that awareness and knowledge of AI, as well as the perceived benefits of AI, significantly influence accounting students' readiness for AI adoption. However, the perceived challenges of AI did not significantly influence students' readiness for AI adoption, as this may depend on the context and how the challenges were measured in the study. The findings emphasize the importance of enhancing AI knowledge and increasing awareness of its benefits to better prepare students for AI integration in the accounting sector. Educators and government agencies should focus on improving students' readiness and confidence in applying AI tools in their studies, in line with ongoing technological advancements.

DOI: 10.35631/IJMOE.831032 **Keyword:**

Artificial Intelligence (AI), AI Adoption, AI Awareness, AI Knowledge, Perceived Benefits, Perceived Challenges



© The authors (2026). This is an Open Access article distributed under the terms of the Creative Commons Attribution (CC BY NC) (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits non-commercial re-use, distribution, and reproduction in any medium, provided the original work is properly cited. For commercial re-use, please contact ijmoe@gaexcellence.com.

Introduction

Artificial intelligence (AI) can be defined as a sophisticated computing technology able to perform activities that require human intellect, such as learning, reasoning, problem-solving, language understanding, and decision-making. There have been many advancements in the field of AI over the past few years due to its application across different industries such as accounting, healthcare, education, and finance. According to recent research, AI plays an increasingly crucial role in digital transformation by improving decision-making abilities and efficiency (Davenport & Mittal, 2022; Kokina & Davenport, 2022).

Within the accounting profession, AI is reshaping how routine and complex tasks are performed. AI-powered technologies are increasingly supporting traditional functions such as bookkeeping, transaction recording, auditing, tax preparation, fraud detection, and financial reporting. Tools such as machine learning, robotic process automation (RPA), predictive analytics, and natural language processing allow organizations to process large volumes of data with greater speed and precision compared to manual methods (Issa et al., 2023; Moll & Yigitbasioglu, 2022). This transformation is shifting the role of accountants from routine task execution toward more analytical and strategic functions.

Educational institutions play an important role in preparing future accountants for this transformation to technology. Those students who have more exposure to AI applications and understand their advantages have more confidence and readiness to apply these technologies (Al-Htaybat et al., 2022; AICPA & CIMA, 2023). However, the challenges remain, including limited technical knowledge, inadequate digital skills, ethical concerns, data privacy issues, and anxiety over potential job displacement. These barriers may significantly influence students' readiness and acceptance of AI in the accounting field (Sutton et al., 2023).

Although numerous studies have examined AI adoption, researchers have paid relatively little attention to AI readiness among accounting students. Previous research has primarily focused on the fields of information systems, business, and organizational settings, with participants comprising employees, accounting professionals, or university students from various disciplines. Consequently, accounting students have received limited empirical attention, despite being future professionals who are expected to work alongside AI technologies. Furthermore, previous studies have largely emphasized perceived usefulness and perceived ease of use while overlooking other important factors, such as AI knowledge, AI skills, perceived benefits, and perceived challenges, which may collectively influence AI readiness.

Therefore, this study aims to examine the factors influencing accounting students' readiness for AI adoption within the accounting profession. The Technology Readiness Index (TRI) introduced by Parasuraman (2000) provides theoretical guidance for this study. It explains people's willingness to adopt and use new technologies. The TRI constitutes a proper theoretical framework for understanding the determinants of accounting students' readiness for AI adoption. By investigating students' awareness, perceptions, and preparedness, this study provides insights that can help universities enhance their curricula, teaching strategies, and technology-based training initiatives. Ultimately, the findings will contribute to ensuring that future accounting graduates are well prepared to adapt to the ongoing digital transformation of the accounting profession.

Literature Review

There are five sections will be discussed in the literature review part which are AI in Accounting, awareness and knowledge of AI in Accounting, perceived benefits of AI in Accounting, perceived challenges of AI in Accounting and students' readiness toward AI adoption.

Artificial Intelligence (AI) in Accounting

AI means the capability of machines and computer systems to imitate human intelligence in the execution of tasks such as reasoning, learning, problem-solving, and decision-making. AI includes machine learning, natural language processing, expert systems, robotic process automation, and predictive analytics. AI technologies help organizations in automating tasks, analysing big data, and becoming more efficient in their operations (Davenport & Mittal, 2022; Kokina & Davenport, 2022). In the field of accounting, AI has become increasingly common to carry out repetitive and data-intensive tasks. AI is currently used in areas such as bookkeeping, auditing, tax planning, fraud detection, risk management, and financial forecasting (Issa et al., 2023; Moll & Yigitbasioglu, 2022). AI technologies can reduce human error, increase information processing speed, and improve decision-making processes. As per some recent research, AI can help accountants in carrying out repetitive tasks, leaving them enough time for other work (Trullion, 2025).

AI has become increasingly common in accounting education as well. Accounting courses have started to include some topics related to AI to make students acquainted with necessary knowledge and digital skills. Students are increasingly being introduced to AI tools like ChatGPT, Gemini, Microsoft Copilot, Power BI AI, and data analytics software. It has been found that the students who know more about AI and its applications become more confident about adopting the new technologies during their career (Al-Htaybat et al., 2022; AICPA & CIMA, 2023). However, incorporation of AI in the field of accounting education has still been limited in some places because of lack of resources, infrastructure, and knowledge among the educators (Mahmud et al., 2025). The development of AI in the accounting field has shifted the role of an accountant from just preparing financial data to a strategic advisor who analyses business data. As a result of technological advancement in the field of accounting, accountancy graduates are required to have not only accounting knowledge but also digital skills.

Technology Readiness Index (TRI)

The TRI was originally developed by Parasuraman (2000) to assess an individual's overall propensity to adopt and use new technologies. The TRI measures an individual's level of technology readiness using four dimensions, which are optimism, innovativeness, discomfort, and insecurity. Specifically, optimism and innovativeness are considered technology enablers, whereas discomfort and insecurity are regarded as technology inhibitors. In addition, technology readiness can be classified into three levels, including low, medium, and high. A TRI score of 2.89 or below indicates low technology readiness, a score between 2.90 and 3.51 indicates medium technology readiness, and a score above 3.51 indicates high technology readiness (Parasuraman, 2000). Furthermore, Parasuraman and Colby (2015) described technology readiness as an individual's propensity to embrace and use new technologies, influenced by both technology enablers and inhibitors. In the context of artificial intelligence (AI) adoption, accounting students' readiness may be influenced by their AI knowledge and AI skills, while their perceptions of the benefits and challenges of AI may either facilitate or hinder their readiness (Chiu et al., 2024; Ng et al., 2021). Therefore, the TRI provides an appropriate theoretical foundation for understanding the determinants of accounting students' readiness for AI adoption.

Awareness and Knowledge of AI in Accounting

AI awareness and AI knowledge represent the levels of awareness and knowledge of AI technology, methods, capabilities, and applications in a particular area. As far as accounting is concerned, awareness is represented by students' knowledge about AI technologies, while knowledge is related to students' knowledge about how AI can be used in accounting work. The importance of AI literacy is that, through it, accounting students will be able to get a good grasp of how technology works in this field. Awareness of AI technology and its applications will help students develop positive attitudes towards using AI in their studies and in the process of decision-making.

Previous studies have found that awareness and knowledge of AI significantly influence students' readiness and willingness to adopt AI technologies. Abdo-Salloum (2025) reported that accounting students generally possess basic digital skills and are inclined to adopt AI in their future careers. The study also found that information literacy significantly predicts AI adoption among accounting students. Similarly, recent studies found that AI awareness acts as a mediator in shaping students' attitudes towards AI adoption in auditing and accounting education. Students who have higher levels of AI awareness tend to perceive AI more positively and are more willing to integrate it into their studies and future careers (Yaseen et al., 2025). Despite growing awareness of AI, some students still lack sufficient knowledge of advanced AI applications in accounting. Many students are familiar with basic AI tools such as ChatGPT but less familiar with professional AI applications such as predictive analytics software, intelligent auditing systems, and AI-powered accounting platforms. Therefore, accounting programs should place greater emphasis on increasing students' awareness and knowledge of AI.

Perceived Benefits of AI in Accounting

Perceived benefits refer to the extent to which individuals believe that using AI can improve their performance, efficiency, and productivity. In accounting, AI is believed to offer several

advantages, including faster processing of information, reduced human errors, improved decision-making, cost savings, and better fraud detection. AI technologies can automate repetitive accounting tasks such as data entry, transaction matching, invoice processing, and report generation. This enables accountants to spend more time on higher-value activities such as financial analysis, planning, and advisory services. AI can also improve the quality and accuracy of financial information by reducing manual errors and identifying anomalies in large datasets (Trullion, 2025).

With regard to students, AI may offer some help in learning, completing assignments, searching for information, analysing data and improving comprehension of accounting concepts. AI-based applications, such as ChatGPT and intelligent tutoring systems, can provide instantaneous feedback, personalisation and problem-solving assistance. As per recent research, students who see AI as something useful are more willing to use it both in academic and professional practices (Mahmud et al., 2025). Perceived usefulness and perceived ease of use have been found as key factors that influence the adoption of AI. The willingness to use AI technologies is developed when students see the possibility to perform their tasks more effectively and achieve better results in their learning process (Abdo-Salloum, 2025).

Perceived Challenges of AI in Accounting

However, despite the numerous advantages of using AI technology, there are also several challenges that need to be addressed when implementing AI in accounting. The first significant challenge relates to the skills gap between the accounting students and accounting professionals. There are numerous people who do not possess sufficient knowledge, skills, and competence to use AI technology. Recent literature reports that lack of technological readiness and experience of advanced analytics and automation tools still prevent the implementation of AI in accounting (Al-Htaybat et al., 2022; Sutton et al., 2023; AICPA & CIMA, 2023). The other significant issue relates to the ethical and security challenges that arise while applying AI in accounting practice. Handling of large amounts of sensitive information within AI makes it important to consider such aspects as data privacy and security of information, transparency of the process of decision making, and the risk of biases in AI algorithms (Kokina & Davenport, 2022; Issa et al., 2023; OECD, 2023).

In addition, some students and professionals have fears about AI taking the place of human accountants in the future. The automation of accounting functions has led to fears about job loss and lack of job prospects. While evidence suggests that AI is more likely to augment rather than fully replace accountants, it is expected to significantly transform job scopes, requiring professionals to develop new competencies in analytics, interpretation, and strategic decision-making (Brougham & Haar, 2022; World Economic Forum, 2023). Although AI is unlikely to completely replace accountants, it may significantly change the nature of accounting jobs and require professionals to adapt to new roles and responsibilities (Trullion, 2025). Several empirical studies have highlighted that limited infrastructure, inadequate funding, and lack of educator expertise remain barriers to AI integration in accounting education. Universities often struggle to update curricula, incorporate AI-related content, and provide adequate training and resources to support effective learning (Pan & Seow, 2022; Mahmud et al., 2025). These limitations may slow down efforts to equip students with relevant AI competencies. However, while AI presents numerous opportunities, the challenges related to the use of AI must not be ignored. Overcoming such challenges is necessary for successful integration of AI into accounting education and practice.

Students' Readiness Toward AI Adoption

AI readiness can be defined as the preparedness, confidence, and willingness of students to apply AI in their learning and career activities. The readiness to adopt AI means that students are willing to accept innovations, learn new digital skills, and incorporate AI into their activities. The discussed phenomenon relates to the notion of technology readiness, which is associated with the willingness and capability to deal with emerging technologies (Parasuraman, 2022; Venkatesh et al., 2022). Technology readiness is associated with digital competence, self-confidence, and willingness to innovate. Those students who have strong digital skills and positive attitude towards technology are ready to adopt AI. In contrast, those who do not have technological skills and who are fear of new technologies are not ready to adopt AI in their learning.

Current empirical studies suggest that accounting students generally demonstrate a willingness to adopt AI, specifically when they perceive it as useful and easy to use. Abdo-Salloum (2025) found that accounting students possess basic digital competencies and show a positive inclination toward AI adoption, although their readiness varies depending on factors such as information literacy and perceived usefulness. Similarly, research indicates that higher levels of digital literacy, technical competence, and adaptability are positively associated with favourable attitudes and stronger behavioural intentions to use AI in accounting-related tasks (Mhlanga, 2023; Al-Htaybat et al., 2022). Similarly, research on technological readiness among accountants found that higher levels of digital literacy, technical competence, and adaptability are associated with more positive attitudes toward AI adoption. Those who are technologically ready will be more likely to be willing to apply AI to accounting work. Another important point highlighted by other researchers is that the universities must change the curriculum for the subject of accounting to incorporate AI, digital tools, and training. This could make students confident and help them become technologically ready for the profession (Mahmud et al., 2025).

Methodology

Population and Sample Size

This study is a cross-sectional study where the data were collected at Universiti Teknologi MARA (UiTM), Segamat Campus, over a period of three weeks. In this study, the population comprises all accounting students enrolled in the Bachelor of Accountancy (Hons) (AC220) and Diploma in Accountancy (AC110) programmes at UiTM Segamat Campus, totalling 1,277 students. The sample size was determined using Raosoft software, which provided a 95% confidence level with a 5% margin of error. Based on this calculation, the minimum recommended sample size for this study was 296 respondents. In total, 354 students participated in the study.

Sampling Technique and Data Collection Method

In this study, a non-probability sampling technique, specifically convenience sampling, was employed to select the respondents. Convenience sampling was chosen because the target population comprised accounting students at UiTM Segamat Campus who were readily accessible and met the predefined inclusion criteria. This approach was considered appropriate

and practical for achieving the study objectives while obtaining sufficient responses for statistical analysis.

An online questionnaire administered through Google Forms was used to collect data from the respondents. The questionnaire was distributed to accounting students at UiTM Segamat Campus through various platforms, including WhatsApp groups, Telegram groups, and student networks. Students enrolled in the Diploma and Bachelor's Degree in Accounting programs were targeted to ensure the relevance of the respondents to the study. This approach assisted efficient and convenient data collection while allowing the researchers to reach many respondents within a relatively short period.

Research Instrument

The questionnaire was developed based on the TRI, which provides a guideline for understanding individuals' readiness to adopt and use new technologies. It was also designed based on several previous empirical studies that related to AI adoption and readiness among accounting students. The items measuring awareness and knowledge of AI in accounting were adapted from Ajoy et al. (2022), while the items related to students' readiness for AI adoption were adapted from Han (2025). The items measuring perceived benefits and perceived challenges were developed and adapted based on Rahmawati and Anggraini (2026), which examined accounting students' perceptions of AI adoption, including its benefits and challenges. The items were changed as needed to fit the needs of accounting students at the UiTM Segamat Campus.

The questionnaire consisted of six sections. First, Section A comprised five questions on the respondents' demographic profiles, including gender, age, programme of study, year of study, and Cumulative Grade Point Average (CGPA). Section B included four items on general questions related to the use of AI tools. Meanwhile, Sections C to F assessed the respondents' level of agreement with four variables: awareness and knowledge of AI, perceived benefits of AI, perceived challenges of AI in accounting, and students' readiness for AI adoption. A five-point Likert scale was used for these sections, where 1 represented "Strongly Disagree" and 5 represented "Strongly Agree". Table 1 presents the number of measurement items included in the questionnaire.

Table 1: Number of Measurement Items

Variables	Number of items
Awareness and knowledge of AI in Accounting	7
Perceived benefits of AI in accounting	8
Perceived challenges of AI in accounting	7
Students' readiness towards AI adoption	8

To assess the reliability of the questionnaire, a pilot study was conducted. A total of 30 students were involved in this study. Cronbach's alpha was employed to evaluate the internal consistency of the measurement items. As shown in Table 2, all constructs recorded Cronbach's alpha values exceeding 0.7, indicating acceptable internal consistency and reliability for subsequent analysis.

Table 2: Reliability Test for All Variables

Variables	Number of items	Cronbach's alpha
Awareness and knowledge of AI in Accounting	7	0.897
Perceived benefits of AI in accounting	8	0.932
Perceived challenges of AI in accounting	7	0.794
Students' readiness towards AI adoption	8	0.911

Figure 1 presents the research framework of this study, in which students' readiness toward AI adoption is the dependent variable, and awareness and knowledge of AI in accounting, perceived benefits of AI in accounting, and perceived challenges of AI in accounting are the independent variables.

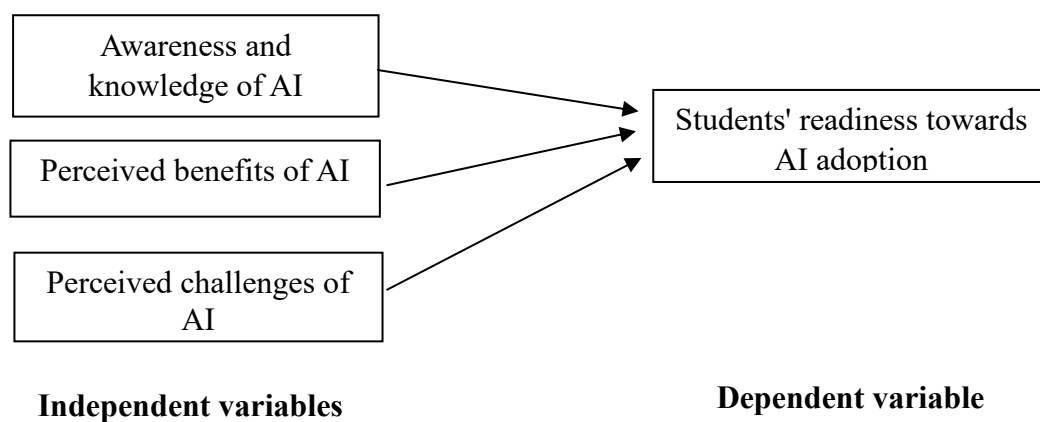


Figure 1: Theoretical Framework

Method of Analysis

Several statistical methods were used to analyze the data in this study. The descriptive statistics such as frequency table was used to summarize the demographic profile of the respondents and general questions related to AI usage. Then, an independent t-test was applied to examine the significant differences between the means of two populations. Correlation analysis was conducted using Pearson correlation coefficient (r) to examine the relationship between the dependent and independent variables. According to Bhandari (2023), the closer the value is to -1.0 or $+1.0$, the stronger the negative or positive relationship. A normality test was performed to determine whether the sample data were drawn from a normally distributed population. To conduct multiple regression analysis, the data must satisfy the assumption of normal distribution.

Moreover, multiple linear regression is a form of statistical analysis that predicts one dependent variable using two or more independent variables through linear modelling. Multiple linear regression can be used to examine the impact of changes in predictor variables on the predicted variable. In this research, multiple linear regression was utilized to ascertain the factors affecting the readiness of accounting students towards adopting AI in the accounting profession.

Results

Demographic Profile

According to Table 3, 56.8% of the respondents were females, while 43.2% were males. Most of the respondents were aged between 21 to 23 years old (46.3%), followed by 24 to 26 years old (38.4%). The least percentage of respondents aged above 26 years was 0.6%. On the other hand, about 61% of the respondents were enrolling in the Diploma in Accountancy (AC110), while 39% of the respondents were enrolling in the Bachelor of Accountancy (Hons) (AC220).

Table 3: Demographic Profile

Category	n	%
Gender		
Female	201	56.8
Male	153	43.2
Age (years)		
Below 21	52	14.7
21 – 23	164	46.3
24 – 26	136	38.4
Above 26	2	0.6
Programmes		
Diploma in Accountancy (AC110)	216	61.0
Bachelor (Hons) in Accounting (AC220)	138	39.0

AI Tools Usage

Table 4 shows the frequency of AI tools usage among accounting students. Most students had high exposure to the use of AI tools (50.8%), followed by 37% of students having moderate exposure, and 0.3% not having any exposure.

Table 4: Level of Exposure to AI Tools

Category	n	%
Highly exposed	180	50.8
Moderately exposed	131	37.0
Slightly exposed	42	11.9
Not exposed	1	0.3

As shown in Table 5, the most frequently used AI tool among accounting students is ChatGPT (64.4%), then followed by QuillBot (18.9%). The least popular ones are Tableau AI (0.6%) and Power BI AI (0.3%).

Table 5: Most Frequently Used AI Tools

AI tools	n	%
ChatGPT	228	64.4
Google Gemini	22	6.2
QuillBot	67	18.9

Perplexity	5	1.4
Microsoft Copilot	19	5.4
Canva AI	10	2.8
Power BI AI	1	0.3
Tableau AI	2	0.6

Based on Table 6, the main purpose of using AI tools among the respondents was to complete their assessments, accounting for 19.2%. Meanwhile, 16.1% of the respondents used AI tools to interpret instructions for tasks or assignments. Other purposes included identifying mistakes and incorrect answers in their tasks or assessments and obtaining assistance with data analysis and statistical tasks, accounting for 15.5% and 14.1%, respectively.

Table 6: Main Purpose of Using AI Tools

Reasons	n	%
Research and information searching	85	2.4
Language translation & grammar checking	6	1.7
Interpret the instruction of task/assignment	57	16.1
Generate extra/additional ideas	33	9.3
Data analysis & statistical assistance	50	14.1
To find any mistakes & false answers in my task/assessment	55	15.5
Simply to complete and finish my assessment	68	19.2

Normality Test

The normality test is an essential step for the parametric test to determine if the dataset follows a normal distribution. To check the normality of data for this study, the skewness and kurtosis were used. According to Hair et al. (2010), the data is considered normally distributed if the values of both skewness and kurtosis are between -2 to 2. From Table 7, the results demonstrated that all the variables for both skewness and kurtosis are within the range of -2 and 2. Thus, it indicates that the data are normally distributed for all variables.

Table 7: The Normality Results

Variables	Skewness	Kurtosis
Awareness and knowledge of AI in Accounting	0.004	0.257
Perceived benefits of AI in accounting	-0.043	0.002
Perceived challenges of AI in accounting	0.362	-0.181
Students' readiness towards AI adoption	0.030	-0.405

Differences in Awareness and Knowledge of AI by Programmes

Table 8 presents the results of the differences in awareness and knowledge of AI between AC110 and AC220 students. The p-value was greater than the significance level ($p = 0.200 > \alpha = 0.05$), indicating that there was no significant difference in awareness and knowledge of AI between the two programmes. In other words, the awareness and knowledge of AI among AC110 students did not differ from that of AC220 students.

Table 8: The Differences between Awareness and Knowledge of AI and Programmes

Programmes	N	Mean	Standard Deviation	t	p-values
AC110	216	3.4001	0.58037	-1.287	0.200
AC220	138	3.5031	0.81769		

Differences in Perceived Benefits of AI by Programmes

As shown in Table 9, the p-value was greater than the significance level ($p = 0.061 > \alpha = 0.05$), indicating that there was no significant difference in perceived benefits of AI between the two programmes. Therefore, the perceived benefits of AI among AC110 students did not differ from that of AC220 students.

Table 9: The Differences between Perceived Benefits of AI and Programmes

Programmes	N	Mean	Standard Deviation	t	p-values
AC110	216	3.3796	0.72865	-1.878	0.061
AC220	138	3.5281	0.72006		

Differences in Perceived Challenges of AI by Programmes

According to Table 10, there was no significant difference in perceived challenges of AI between the two programmes, as the p-value was greater than the significance level ($p = 0.459 > \alpha = 0.05$). Thus, the perceived challenges of AI among AC110 students were the same as those of AC220 students.

Table 10: The Differences between Perceived Challenges of AI and Programmes

Programmes	N	Mean	Standard Deviation	t	p-values
AC110	216	3.3796	0.72865	-1.878	0.061
AC220	138	3.5281	0.72006		

Relationship Between Independent Variables and Students' Readiness Toward AI Adoption

According to Table 11, it presents the correlations between awareness and knowledge of AI, perceived benefits of AI, perceived challenges of AI, and students' readiness toward AI adoption. The results show a moderate positive relationship ($r = 0.518$) between awareness and knowledge of AI and students' readiness toward AI adoption, indicating that higher levels of awareness and knowledge of AI are associated with greater readiness among accounting students to adopt AI in their studies and future profession. Meanwhile, the correlation between perceived benefits of AI and students' readiness toward AI adoption is $r = 0.641$, also indicating a moderate positive relationship. This suggests that students who perceive greater benefits of AI tend to demonstrate a higher level of readiness to adopt AI in their studies and future profession. In contrast, the correlation between perceived challenges of AI and students' readiness toward AI adoption is $r = -0.307$, indicating a moderate negative relationship. This

implies that students who perceive greater challenges associated with AI are less likely to exhibit readiness to adopt AI in their studies and future profession.

Table 11: Correlations between Independent Variables and Students' Readiness

Toward AI Adoption

Variables	Students' Readiness Toward AI Adoption	Awareness and Knowledge of AI	Perceived Benefits of AI	Perceived Challenges of AI
Students' Readiness Toward AI Adoption	1	0.518**	0.641**	-0.307**
Awareness and Knowledge of AI		1	0.692**	0.444**
Perceived Benefits of AI			1	0.533**
Perceived Challenges of AI				1

** Correlation is significant at the 0.01 level

The Influence Between Independent Variables and Students' Readiness Toward AI Adoption

According to Table 12, the value of r is 0.652, indicating a positive relationship between awareness and knowledge of AI, perceived benefits of AI, perceived challenges of AI, and students' readiness toward AI adoption. The coefficient of determination (R^2) is 0.425, suggesting that approximately 42.5% of the total variation in students' readiness toward AI adoption can be explained by the independent variables. The remaining 57.5% of the variation is explained by other factors not included in this study. In addition, the regression model was statistically significant, as indicated by the F-test value of 86.081 with a p-value of less than 0.01 ($p = 0.000 < \alpha = 0.001$). This result indicates that at least one of the independent variables significantly predicts accounting students' readiness toward AI adoption.

From the findings, the two variables which are awareness and knowledge of AI (p-value = 0.008) and perceived benefits of AI (p-value = 0.000) were found to be significant predictors of students' readiness toward AI adoption, as their p-values were less than the significance level ($\alpha = 0.05$). However, perceived challenges of AI did not significantly influence students' readiness toward AI adoption. Therefore, it can be concluded that awareness and knowledge of AI and perceived benefits of AI significantly influence accounting students' readiness toward AI adoption.

The final regression model can be expressed as follows:

Students' readiness toward AI adoption = 0.135 (awareness and knowledge of AI) + 0.480 (perceived benefits of AI) + ε

Table 12: Coefficient of Regression for The Association of Independent Variables and Students' Readiness Toward AI Adoption

	B	t	Sig (p-value)
Constant	1.987	11.586	0.000
Awareness and Knowledge of AI	0.135	2.673	0.008
Perceived Benefits of AI	0.480	9.524	0.000
Perceived Challenges of AI	-0.069	-1.338	0.182
R	0.652		
R ²	0.425		
F-test value (Sig)	86.081 (0.000)		

Dependent variable: Students' Readiness Toward AI Adoption

Discussion

The findings show that awareness and knowledge of AI had significant effect on students' readiness toward AI adoption. It indicates that students who are more familiar with AI concepts and tools tend to be more prepared and willing to integrate AI into their academic and professional activities. This finding highlights the importance of enhancing AI literacy and education to foster students' readiness for AI adoption in the accounting field. It was agreed by Hanifa et al. (2025). Their study proved that students who are familiar with AI and those with practical experience in its usage achieved markedly superior scores across all preparation domains including cognition, ability, vision, ethics and overall readiness. It indicates a positive correlation between AI awareness and preparedness for its application in medicine. Nguyen et al. (2025) stated that AI awareness including understanding of AI technologies, applications and career implications give impact to students' preparedness for future employment. Students that participated in AI or career-oriented programs, seniors, and business majors had increased levels of preparation.

On other hand, the perceived benefit of AI contributes positively to students' readiness toward AI adoption. This suggests that students who perceive greater benefits of AI, such as increased efficiency, accuracy, and support in learning, are more likely to be ready and willing to adopt AI in their academic and future professional activities. It was consistent with Phua et al. (2025) indicating that the perceived benefits positively influence the intention to use AI tools. Higher perceived benefits encourage adoption decisions. Students who are believe that AI will enhance their academic performance or productivity will more prefer to use it. This belief in the efficacy of AI encourages a greater behavioural intention for its adoption.

Meanwhile, this study shows that perceived challenges of AI do not have an impact on students' readiness toward AI adoption. This suggests that as students become more aware of the challenges associated with AI, such as ethical concerns, skill requirements, and potential risks, they tend to demonstrate lower readiness to adopt AI. This finding proved that an increased awareness of potential challenges decreases students' preparedness to integrate AI into their studies and future profession. This finding was aligned with Acosta-Enriquez et al. (2025) and Gutiérrez-Leefmans (2025). They claimed that perceived challenges such as AI anxiety and difficulty of using AI did not significantly influence students' AI adoption for learning. However, this impact depends on context and how challenges are measured in a study. Additionally, this finding is inconsistent with other studies that proved different challenges as major barriers to AI adoption. The inconsistency may be explained by the nature of the

respondents and the study setting. The non-significant result also contributes to the current body of knowledge by indicating that being aware of the problems surrounding AI does not necessarily result in low levels of readiness to adopt AI. Rather, accounting students may still be ready to adopt AI if they feel that the benefits outweigh the problems.

Conclusion and Recommendations

The usage of AI tools is currently increasing in the education field. From this study, it was revealed that awareness and knowledge of AI and perceived benefits of AI were found to be significant predictors of students' readiness toward AI adoption in the accounting profession. The findings emphasize the importance of enhancing AI knowledge and increasing awareness of its benefits to better prepare students for AI integration in the accounting sector. Universities are gradually incorporating AI into education through AI tutors, automated grading systems, and learning analytics, while developments in accounting practices are simultaneously driving curriculum adjustments. Accounting students are increasingly using AI tools and recognizing the growth of AI, which is crucial for their employability and future careers. Hence, both educators and government agencies need to concentrate on making sure students become more proficient and self-assured about using AI in their learning processes based on technological developments. In addition, emphasis needs to be placed on creating user-friendly applications along with exploiting the power of social influence to promote the use of AI.

In this study, convenience sampling was used, which may limit the generalizability of the findings. Thus, future research is encouraged to use probability sampling techniques by including participants from several public and private universities across different regions of Malaysia. It is also recommended to conduct comparative research involving other educational institutions and countries. Furthermore, future research also may use a longitudinal design to show students' awareness, perceptions, and readiness for AI adoption over time.

-
- Acknowledgements:** The authors wish to extend their thanks and appreciation to the accounting students from the Universiti Teknologi MARA (UiTM) Johor Branch, Campus Segamat, for their willingness to participate in this research.
- Funding Statement:** No Funding.
- Conflict of Interest Statement:** The authors declare that there is no conflict of interest regarding the publication of this paper. All authors have contributed to this work and approved the final version of the manuscript for submission to the International Journal of Modern Education (IJMOE).
- Ethics Statement:** The research process followed ethical guidelines. All processes that involved human subjects were approved by Universiti Teknologi MARA (UiTM) Research Ethics. Informed consent was gotten from the subjects before any data was collected from them. Participation was voluntary and confidentiality was assured to the respondents. The data gathered was for academic use only. Reference number REC/04/2026 (ST/MR/86).
- Author Contribution Statement:** All authors contributed significantly to the development of this manuscript. Fatin Nabihah Mohd Taha was responsible for the introduction, literature review, data collection, and conclusions. Siti Hasma Hajar Mat Zin handled methodology, data collection, analysis, and interpretation of results. All authors read and approved the final version of the manuscript prior to submission.
-

References

- Abdo-Salloum, G. (2025). Determinants of artificial intelligence adoption among accounting students: The role of information literacy and perceived usefulness. *Journal of Accounting Education*, 70, 100902.
- Acosta-Enriquez, B. G., Guzmán Valle, M. D. L. Á., Arbulú Ballesteros, M., Arbulú Castillo, J. C., Arbulu Perez Vargas, C. G., Torres, I. S., ... & Saavedra Tirado, K. (2025). What is the influence of psychosocial factors on artificial intelligence appropriation in college students?. *BMC psychology*, 13(1), 7.
- Ajoy, S. C., Pachraponkamond, S., Tridechapol, N., & Lee, P. (2022). The Relationship between Accounting Student Profiles and Knowledge and Skills in AI at Thai Private Universities. *Journal of Business Administration The Association of Private Higher Education Institutions of Thailand*, 11(1), 11-31.
- Al-Htaybat, K., von Alberti-Alhtaybat, L., & Alhatabat, Z. (2022). Educating digital natives for the future: Accounting educators' evaluation of the accounting curriculum. *Accounting Education*, 31(2), 123–145.
- Association of International Certified Professional Accountants (AICPA & CIMA). (2023). Future of finance 2.0: AI and the finance function.
- Bhandari, P. (2023, December 17). *Correlation coefficient: Types, formulas & examples*. Scribbr. <https://www.scribbr.co.uk/stats/correlation-coefficient-meaning/>
- Brougham, D., & Haar, J. (2022). Smart technology, artificial intelligence, robotics, and algorithms (STARA): Employees' perceptions of our future workplace. *Journal of Management & Organization*, 28(1), 1–20.
- Davenport, T. H., & Mittal, N. (2022). All-in on AI: How smart companies win big with artificial intelligence. Harvard Business Review Press.
- Gutiérrez-Leefmans, M., Picazo-Vela, S., & Kareem, O. (2025). Adoption of artificial intelligence in higher education: A diffusion of innovation approach. *The TQM Journal*.
- Hair Jr, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis*.
- Han, M. (2025). AI Readiness and Adoption Among Tertiary Accounting Students in China. *Mendeley Data*, V1.
- Hanifa, H., Atia, M., Daboul, R., Alhamid, A. A. H., Alayyoubi, A., Naima, H. A., ... & Abdula, F. (2025). Artificial intelligence in focus: assessing awareness and perceptions among medical students in three private Syrian universities. *BMC Medical Education*, 25(1), 801.
- Issa, H., Sun, T., & Vasarhelyi, M. A. (2023). Research ideas for artificial intelligence in auditing: The formalization of audit and workforce supplementation. *Journal of Emerging Technologies in Accounting*, 20(1), 1–20.
- Kokina, J., & Davenport, T. H. (2022). The emergence of artificial intelligence: How automation is changing auditing. *Journal of Emerging Technologies in Accounting*, 19(1), 1–13.
- Mahmud, R., Karim, N. A., & Rahman, S. A. (2025). Integrating artificial intelligence in accounting education: Challenges and future directions. *Journal of Accounting Education*, 70, 100915.
- Mhlanga, D. (2023). Artificial intelligence in the accounting profession: A review of technological readiness and future implications. *International Journal of Financial Studies*, 11(2), 47.
- Moll, J., & Yigitbasioğlu, O. (2022). The role of internet-related technologies in shaping the work of accountants: New directions for accounting research. *The British Accounting Review*, 54(1), 100833.

- Nguyen, P. T., Van, L. C., & Nguyen, L. T. (2025, July). The Impact of AI and Innovation Awareness on Students' Career Preparedness: A Quantitative Study on Future Skill Perceptions and Readiness. In 2025 10th International STEM Education Conference (iSTEM-Ed) (pp. 1-5). IEEE.
- Organisation for Economic Co-operation and Development (OECD). (2023). OECD AI principles: Responsible stewardship of trustworthy AI.
- Pan, G., & Seow, P.-S. (2022). Preparing accounting graduates for digital transformation: The role of education and curriculum redesign. *Accounting Education*, 31(5), 483–506.
- Parasuraman, A. (2000). Technology Readiness Index (TRI) a multiple-item scale to measure readiness to embrace new technologies. *Journal of service research*, 2(4), 307-320.
- Parasuraman, A. (2022). Technology readiness 2.0: A conceptual framework for understanding technology adoption. *Journal of Service Research*, 25(3), 345–360.
- Phua, J. T. K., Neo, H. F., & Teo, C. C. (2025). Evaluating the impact of artificial intelligence tools on enhancing student academic performance: Efficacy amidst security and privacy concerns. *Big Data and Cognitive Computing*, 9(5), 131.
- Rahmawati¹, A., & Anggraini, R. (2026, February). Are Accounting Students Ready to Face Artificial Intelligence in Accounting? In *Proceedings of the 7th International Conference on Applied Economics and Social Science (ICAESS 2025)* (p. 82). Springer Nature.