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Impact of Artificial Intelligence on the Future of Work: A Transdisciplinary Survey-Based Study

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Abstract
Artificial Intelligence (AI) is increasingly shaping how learning, employment, and decision-making are organised across contemporary societies. This study examines the perceived impact of AI on the future of work using a transdisciplinary framework that combines technological, economic, ethical, psychological, and educational perspectives. The analysis draws on a structured online survey administered via Google Forms, supplemented by a project report, a raw response dataset, a narrative response summary, and a Google Forms summary export containing question-wise charts and distributions. The survey includes fifty-one respondents collected between May 2025 and March 2026, dominated by the 11–25 age group and composed mainly of students, together with working professionals, entrepreneurs, unemployed respondents, and others. The findings indicate that most respondents are either very familiar with AI or somewhat familiar and that many report AI is already widely or moderately integrated into their academic or professional activities. A majority believe that AI will replace human jobs to some extent rather than completely, and the most valued future skills are technical or programming skills and critical thinking or creativity. The most frequently identified ethical concern is the loss of human decision-making, while large sections of the sample also express concern about job displacement, privacy and surveillance, and algorithmic bias. Respondents show strong support for AI ethics education, workforce reskilling, and policy measures such as ethical AI guidelines and strong data privacy laws. Overall, the study argues that the future of work under AI must be analysed through a transdisciplinary lens that integrates technical feasibility, economic adaptation, ethical safeguards, and human wellbeing rather than focusing only on technological capability or labour-market efficiency.

Keywords: Artificial intelligence; ethics; future of work; mental health; reskilling; skills.

1. Introduction

Artificial Intelligence has rapidly moved from a specialised research topic to a practical force that shapes education, employment, management, communication, and everyday decision-making. AI tools now support writing, coding, information retrieval, automation, predictive analytics, customer interaction, and strategic decision support in both academic and workplace settings. As these technologies become more accessible and more deeply embedded in institutional systems, debates about their impact on the future of

work have intensified.

Many discussions focus on a narrow subset of issues, such as job displacement or productivity gains, while others emphasise ethical risk or the need for new forms of regulation. In practice, however, AI affects work in a broader and more interconnected way. It changes labour demand, reshapes the skills required for employability, influences decision-making authority, raises privacy and bias concerns, and can also affect psychological wellbeing by generating uncertainty, stress, or pressure to constantly adapt. For this reason, a transdisciplinary approach is necessary when examining AI and the future of work.

The study reported here emerges from a collaborative project that involved students from computer science and AI, management-oriented disciplines, and the humanities. This institutional setting is important because it reflects the broader reality that the implications of AI extend beyond technical design into economics, ethics, social policy, and mental health. The project adopted a mixed approach: it combined literature review and feasibility analysis with an empirical survey designed to capture how respondents themselves interpret AI's role in shaping work and education.

The central purpose of the study is to examine how respondents understand the impact of AI on job replacement, skill requirements, ethical concerns, educational needs, policy preferences, and emotional outlook. It also seeks to interpret these perceptions using a feasibility framework that considers technical, economic, operational, ethical and legal, and schedule dimensions. By doing so, the paper contributes an accessible, data-informed, and multidisciplinary analysis suitable for a multidisciplinary journal format.

The remainder of the paper is organised as follows. Section 2 reviews relevant literature on AI, work, skills, ethics, and mental health. Section 3 presents the objectives and guiding questions of the study. Section 4 explains the research methodology, including setting, instrument, sample, and analysis approach. Section 5 presents and describes the survey results. Section 6 discusses these findings through a transdisciplinary lens. Section 7 summarises key findings, Section 8 outlines practical suggestions, Section 9 presents limitations, and Section 10 offers concluding reflections and directions for future work.

2. Review of Literature

2.1 AI, Jobs, and Skills

Research on artificial intelligence and labour markets suggests that AI is transforming work more through the reconfiguration of tasks and skills than through simple, one-time job elimination. Bankins and colleagues argue that AI tends to automate routine, predictable elements of work while complementing workers in more complex, non-routine and relational tasks, thereby reshaping occupations rather than replacing them outright (Bankins et al., 2024) [1].

Large-scale policy analyses by the OECD reach a similar conclusion: AI changes the task composition of jobs and raises the demand for certain cognitive and socio-emotional skills, making continuous learning and upskilling central to employability ("Skill Needs and Policies in the Age of Artificial Intelligence", 2023) [2].

Literature reviews on "future-ready" skills emphasise that workers will need both domain-specific technical skills, such as programming and data analysis, and transversal competencies such as critical thinking, creativity, collaboration, and adaptability to navigate AI-intensive environments ("Future-Ready Workforce", 2024) [3].

These findings align closely with the present study's survey results, where respondents identify technical or programming skills and critical thinking and creativity as the most valuable skills in an AI-driven job market. The emphasis on coding and AI tools as key future-readiness steps is consistent with Bankins et

al.'s argument that AI literacy is becoming a baseline requirement (Bankins et al., 2024) [1]. At the same time, the importance respondents attach to critical thinking and creativity parallels the literature's insistence that human capacities for judgment, interpretation and innovation remain central in workplaces shaped by AI ("Future-Ready Workforce", 2024) [3].

The broader "future of work" discourse reinforces this dual emphasis on technical and human-centric skills. Reviews of technology-driven labour markets describe how AI and automation contribute to job polarisation, with routine middle-skill roles most at risk and new high-skill roles emerging around AI development, data governance and human-machine coordination ("The Future of Work and the Skills Needed to Thrive in a Technology-Driven Labour Market", 2024) [4]. Studies focused specifically on AI and the future of work likewise highlight that job displacement risks are real but that significant opportunities remain for workers who can combine digital fluency with problem-solving, communication and ethical awareness ("AI and the Future of Work: Navigating Job Displacement, New Job Roles and Skill Transformation", 2026) [5].

The pattern in the present study, where respondents predominantly expect AI to replace jobs "to some extent" rather than completely and recognise that all job types may be affected, reflects this nuanced understanding of AI as a force for both disruption and transformation.

2.2 Ethics: Privacy, Bias, and Human Decision-Making

Alongside concerns about employment and skills, scholars and practitioners have increasingly focused on the ethical implications of AI in decision-making and workplace contexts. Sandel notes that AI systems deployed in areas such as hiring, credit scoring, policing and medical triage raise three interconnected ethical issues: the threat to privacy and the expansion of surveillance, the risk of replicating or amplifying bias and discrimination, and the erosion of human judgment as algorithms take over consequential decisions (Sandel) [6]. Academic work on AI-powered work environments builds on these themes, examining how algorithmic tools can produce opaque decisions, obscure lines of accountability and create new forms of power over employees when used to monitor performance or allocate opportunities ("Ethical Considerations in AI-Powered Work Environments", 2024) [7].

In business contexts, authors argue that AI decision-making can undermine fairness and trust if it is not supported by explicit governance structures, including clear human oversight, explainability requirements and routes for contesting outcomes ("Ethics of AI Decision Making in Business", 2025) [8]. Practitioners writing on AI ethics at work emphasise similar themes: they highlight the need for organisations to address bias in training data, to respect data-protection regulations, and to avoid intrusive AI-enabled monitoring that undermines autonomy ("AI Ethics at Work: Key Issues & What Firms Must Know", 2026) [9]. The literature on "ethics of AI and the future of work" extends these concerns to a broader social level, asking how AI may affect human dignity, distributive justice and the quality of work across different segments of the labour market ("The Ethics of Artificial Intelligence and the Future of Work", 2025) [10].

The survey findings in the present study resonate strongly with this ethical literature. When respondents are asked to identify the most critical ethical concern related to AI, the most common choice is loss of human decision-making, followed by job displacement, privacy and surveillance, and bias and discrimination in algorithms. This pattern mirrors Sandel's [2020] warning that AI may displace human judgment in ways that are difficult to scrutinise and challenge (Sandel, 2020) [6]. The prominence of privacy and surveillance concerns in the data reflects broader anxiety about AI-enabled monitoring in workplaces and educational settings ("AI Ethics at Work: Key Issues & What Firms Must Know", 2026) [9]. The identification of algorithmic bias and job displacement as key issues shows that respondents are

aware that AI can reinforce existing inequalities and reshape opportunities, not just automate neutral tasks ("Ethical Considerations in AI-Powered Work Environments", 2024; "The Ethics of Artificial Intelligence and the Future of Work", 2025) [7, 10].

2.3 AI, Mental Health, and Wellbeing

A growing body of research investigates how AI and digitalisation influence mental health in work settings. Reviews of AI and workplace mental health suggest that AI technologies can have both positive and negative effects: they may reduce some forms of cognitive load or provide new tools for early detection and support, but they can also increase stress, anxiety and burnout when they contribute to job insecurity, constant surveillance or rapid, poorly explained change ("Artificial Intelligence and Mental Health in the Workplace", 2024) [11]. Public-health and psychiatry scholars note that AI-driven transformation can intensify existing stressors such as precarious employment and performance pressure, particularly for workers who feel that they lack control or understanding of AI systems (Wei et al., 2022; "The Potential Influence of AI on Population Mental Health", 2023) [12, 13].

Empirical studies of AI-induced job displacement show that psychological impacts often extend beyond immediate economic loss. Research on displaced workers in India, for example, documents feelings of helplessness, loss of professional identity and diminished sense of control when automation or AI systems render existing roles redundant ("Psychological Impacts of AI-Induced Job Displacement among Indian Workers", 2025) [14]. At the same time, scholars exploring AI-enabled mental-health tools at work point out that AI can be used to monitor wellbeing, identify patterns of distress and provide timely support, though such systems themselves raise questions about privacy and consent ("AI and Employee Wellbeing: How Artificial Intelligence Can Monitor and Improve Mental Health", 2020) [15].

The present study's findings on mental health are consistent with this mixed picture. When asked whether AI will affect mental health in the form of anxiety or stress at work, many respondents answer "yes" or "somewhat," with relatively few choosing "not much" or "not at all." The narrative response summary further notes that students, in particular, express concern about AI-related stress, likely because they are confronting both educational change and future labour-market uncertainty simultaneously. These perceptions reflect the concerns articulated in the literature that rapid technological change, combined with opaque AI-enabled evaluation and fear of obsolescence, can intensify psychological strain ("Artificial Intelligence and Mental Health in the Workplace", 2024; "Psychological Impacts of AI-Induced Job Displacement among Indian Workers", 2025) [11, 14].

2.4 AI Governance, Reskilling, and Education

In response to these challenges, many authors and organisations have called for robust governance frameworks and educational reforms to ensure that AI adoption remains human-centred and inclusive. Policy-oriented work by the OECD stresses that countries will need to adapt their skills and training systems rapidly in order to manage AI-driven change, advocating for lifelong learning, reskilling programmes and active labour-market policies to help workers transition to new roles ("Skill Needs and Policies in the Age of Artificial Intelligence", 2023) [2]. The "AI and the Future of Skills" programme similarly argues that policymakers should support both digital skills and higher-order competencies to prevent widening inequalities as AI diffuses through economies ("AI and the Future of Skills, Volume 1", 2018) [16].

The World Economic Forum frames these issues explicitly in terms of future-ready and inclusive education systems. In its work on education and AI disruption, the Forum argues that schools and universities must prepare learners not only to use AI tools but also to understand their implications,

including questions of ethics, bias and societal impact ("Educating a Future Workforce That Will Match AI Disruption", 2025) [17]. Another WEF piece insists that "ethical AI" requires investment in broad-based AI literacy and critical thinking, so that citizens can participate in debates over how AI should be developed and governed ("Ethical AI Requires Future-Ready, Inclusive Education System", 2025) [18]. Literature on skills for technology-driven labour markets reinforces this view, recommending that curricula integrate technical skills, soft skills and ethics rather than treating them as separate domains ("The Future of Work and the Skills Needed to Thrive in a Technology-Driven Labour Market", 2024) [4].

The survey results in the present study echo these recommendations. A very large majority of respondents agree that students should be taught AI ethics as part of their curriculum, and many report that AI-related courses and training have become popular or are increasingly offered in their institutions. Respondents also show strong willingness to participate in AI-related workshops, seminars and internships, signalling demand for more opportunities to engage with AI both practically and critically. When presented with policy options for responsible AI adoption, respondents most frequently select ethical AI guidelines, strong data-privacy laws and workforce-reskilling programmes as priorities. These preferences are consistent with calls in the literature for a combination of regulatory safeguards, institutional transparency, and proactive investment in training and education ("Skill Needs and Policies in the Age of Artificial Intelligence", 2023; "Ethical AI Requires Future-Ready, Inclusive Education System", 2025) [2, 18].

Taken together, the literature and the survey findings support a view of AI and the future of work as a multidimensional issue that cannot be reduced to technological capability or economic efficiency alone. Existing research highlights the interplay between job transformation, skill requirements, ethical risks, mental health, and governance. The present study extends this body of work by providing empirical evidence on how students and early-career respondents in a specific educational context perceive these intertwined dimensions and by linking those perceptions to concrete preferences for ethics education, reskilling and AI policy.

3. Objectives of the Study

Based on the literature and project context, the study has the following objectives:

To examine the level of AI familiarity and the extent of AI integration in the academic and professional lives of respondents.

To analyse respondents' perceptions regarding whether AI will replace human jobs in the next ten years and which job categories are viewed as most at risk.

To identify which skills respondents, consider most valuable in an AI-driven job market and what steps they believe students should take to become future-ready.

To explore respondents' views on ethical concerns, mental health implications, and the educational role of AI ethics in curricula.

To examine policy preferences related to responsible AI adoption, including reskilling responsibilities and governance measures such as privacy laws and ethical guidelines.

To interpret the findings through a transdisciplinary lens informed by technology, economics, management, ethics, and the humanities.

4. Research Methodology

4.1 Research Design

The study adopts a descriptive, cross-sectional survey design supported by transdisciplinary project analysis. The survey captures respondents' perceptions at a specific point in time, while the project report provides the broader conceptual and interdisciplinary framework required to interpret these perceptions beyond simple numerical trends. This design is appropriate for examining a complex and evolving topic in which perceptions, expectations, and subjective evaluations play a central role.

4.2 Source of Data

The analysis draws on multiple interrelated data sources developed within the project context. These include the main TD-PCL project report, which outlines the conceptual framework, feasibility analysis, and interdisciplinary roles; a responses-collected summary that provides a narrative synthesis of the survey findings; a raw response dataset containing row-wise responses to each survey question; and a Google Forms summary export presenting survey questions alongside auto-generated visual summaries such as bar charts and pie charts. Together, these materials enable both descriptive and interpretive analysis.

4.3 Survey Instrument

The survey instrument was created using Google Forms and consists entirely of structured, closed-ended questions. It covers several dimensions related to artificial intelligence and the future of work:

Demographics: Age group (under 10, 11–25, 25–40, 45–60, over 60) and current occupation (student, working professional, entrepreneur, unemployed, other).

AI exposure: Self-reported familiarity with AI (very familiar; somewhat familiar; heard of it but do not know details; not familiar at all), and extent of AI integration in academic studies or professional work (widely used and integrated; moderately used; rarely used; not used at all).

Job impact: Perceptions of whether AI will replace human jobs in the next ten years (yes; to some extent; very little; not at all), and identification of job types viewed as most at risk (routine/manual jobs; creative/artistic jobs; managerial roles; all job types equally).

Skills and education: Identification of the most valuable skills in an AI-driven job market (technical or programming skills; communication and teamwork; critical thinking and creativity; business and entrepreneurship); views on whether students should be taught AI ethics; and perceptions of whether AI-related courses and training are popular in educational institutions.

Engagement: Willingness to participate in AI-related workshops, seminars, or internships.

Ethics and mental health: Identification of the most critical ethical concern related to AI (bias and discrimination; job displacement; loss of human decision-making; privacy and surveillance); and expectations regarding whether AI will affect mental health in the form of workplace anxiety or stress (yes; somewhat; not much; not at all).

Policy and future-readiness: Views on whether governments and companies should take responsibility for reskilling workers; identification of the most important policy measure for responsible AI adoption (workforce reskilling programmes; strong data-privacy laws; ethical AI guidelines; AI tax and regulation policies); and identification of the most important step for students to become future-ready for AI (learning coding and AI tools; improving soft skills and adaptability; participating in internships and training; staying updated with trends and research).

Sentiment: Overall feeling about the future of work with AI (excited; cautious; worried; indifferent).

4.4 Sample and Period of Study

The survey collected fifty-one responses between May 2025 and March 2026, as indicated by the timesta-

mps in the raw response dataset. The majority of respondents fall within the 11–25 age group, with a smaller but notable proportion in the 25–40 age range. Most respondents identify as students, while others describe themselves as working professionals, entrepreneurs, unemployed, or belonging to other occupational categories. The sample thus reflects a population largely composed of students and early-career individuals situated within a higher-education context.

4.5 Method of Analysis

The data were analysed primarily using descriptive methods. Response frequencies and distributions were examined for each survey item using both the Google Forms summary charts and the raw response dataset. The narrative summary of responses was used to identify salient patterns, such as the predominance of "to some extent" in beliefs about job replacement, the prominence of loss of human decision-making among ethical concerns, and the distribution of sentiments across categories such as "excited," "cautious," and "worried." These descriptive patterns are subsequently interpreted in relation to the reviewed literature and the project's feasibility framework.

The survey instrument, selected response graphs, and supporting narrative summaries are included as appendices for reference.

5. Results and Analysis

5.1 Demographic Profile

The respondent group is heavily concentrated in the 11–25 age category, with the 25–40 category forming the second major group. This age profile is significant because it reflects the views of individuals who are either preparing to enter the workforce or are in the first decade of their careers. The occupational distribution is dominated by students, followed by working professionals, with smaller representation from entrepreneurs, unemployed respondents, and other categories. The data therefore primarily capture the perceptions of the emerging workforce along with a subset of current workers.

5.2 AI Familiarity and Integration

The findings indicate high levels of AI awareness among respondents. A large proportion report being very familiar with AI, and another large proportion describe themselves as somewhat familiar. Only a small number report that they have merely heard of AI without knowing details, and very few indicate that they are not familiar at all.

Similarly, many respondents state that AI is either widely used and integrated or moderately used in their studies or work. Fewer respondents select "rarely used" or "not used at all." Together, these findings suggest that AI is already part of the everyday digital environment of most participants and that their views are informed by direct exposure rather than distant speculation.

5.3 Perceptions of Job Replacement and Job Risk

When asked whether AI will replace human jobs in the next ten years, the most common response is "to some extent." Smaller groups select "yes," "very little," or "not at all." This pattern suggests that respondents anticipate partial but meaningful transformation in employment rather than either total automation or negligible change.

Respondents also indicate which jobs they see as most at risk due to AI. Many select routine and manual jobs, while another large group believes that all job types are equally at risk. Smaller numbers highlight creative and artistic jobs or managerial roles. The distribution indicates that respondents recognise both the traditional association of automation with routine tasks and the newer possibility that AI will affect creative and managerial domains.

5.4 Valued Skills and Future-Readiness

Regarding skills, technical or programming skills emerge as the most frequently selected response for the most valuable skills in an AI-driven job market. Critical thinking and creativity form the second major category. Communication and teamwork and business and entrepreneurship are selected less often, though they are still present in the data.

When asked what step is most important for students to be future-ready for AI, respondents mainly choose learning coding and AI tools, staying updated with trends and research, and improving soft skills and adaptability. This pattern suggests that respondents view preparation both as acquiring specific technical competences and as maintaining a flexible, learning-oriented mindset.

5.5 AI Ethics, Education, and Institutional Readiness

The dataset shows strong support for AI ethics education. A large majority of respondents agree that students should be taught AI ethics as part of their curriculum. Only a few disagree or express uncertainty. Many respondents also state that AI-related courses and training have become popular or commonly offered in their institutions, although some are unsure or report that such courses are not available.

Respondents also express high willingness to participate in AI-related workshops, seminars, or internships. This indicates that many are open to additional structured learning opportunities that deepen their understanding of AI beyond routine daily use.

5.6 Ethical Concerns and Mental Health

When asked about the most critical ethical concern related to AI, respondents most frequently select loss of human decision-making. Job displacement, privacy and surveillance, and bias and discrimination in algorithms are also widely cited, but to a lesser extent. These responses reveal that respondents are concerned not only with economic outcomes but also with how AI may change authority, autonomy, and fairness in decision processes.

On the question of mental health, many respondents believe that AI will affect mental health through anxiety or stress at work. Others report that AI will somewhat affect mental health, while smaller groups indicate “not much” or “not at all.” The response summary notes that students in particular anticipate mental-health impacts, likely reflecting their position at the intersection of educational and labour-market transitions.

5.7 Policy Preferences and Overall Sentiment

Respondents strongly support the idea that governments and companies should reskill workers to prepare for AI. When asked to identify the most important policy for responsible AI adoption, many choose ethical AI guidelines, strong data privacy laws, or workforce reskilling programmes, with fewer selecting AI tax and regulation policies.

Finally, the survey records respondents’ overall feelings about the future of work with AI. The dominant response is “excited,” followed by “cautious” and “worried.” Only a very small number indicate indifference. This combination suggests that respondents recognise both the opportunities and the risks associated with AI and approach the future with a mix of optimism and concern.

6. Discussion

The findings support the view that AI is perceived as both an enabling and a disruptive force in the future of work. Respondents are familiar with AI, encounter it regularly in their studies or work, and often feel excited about its potential. At the same time, they believe that AI will alter job structures, demand new skills, and pose ethical and psychological challenges.

From a technological and skills perspective, the emphasis on technical or programming skills and critical thinking and creativity aligns with literature predicting that future workers will need a blend of AI literacy and human-centric capacities. Respondents' focus on coding and AI tools as future-readiness steps reflects awareness that they must be able to use and understand AI systems in practice. Their attention to critical thinking and creativity indicates that they also see value in higher-order reasoning and innovation that complement AI capabilities.

From an economic and management perspective, the dominant belief that AI will replace jobs "to some extent" suggests a nuanced understanding of labour-market change. Respondents expect restructuring rather than total collapse of human labour. In this context, strong support for reskilling programmes and policies indicates that they see adaptation as a shared institutional responsibility, not just an individual burden. The perception that routine and manual jobs, and in some cases all job types, are at risk underscores the need for proactive workforce planning.

From an ethical and humanities perspective, the prominence of loss of human decision-making as the leading ethical concern is particularly striking. Respondents appear concerned that AI may weaken human control over important decisions, thereby affecting dignity, accountability, and trust. This is consistent with broader debates on explainable AI, human oversight, and the risks of opaque algorithms in high-stakes contexts. Privacy, surveillance, job displacement, and bias concerns reinforce the view that AI adoption in work environments must be accompanied by strong ethical safeguards.

The mental-health findings reveal another dimension of the AI transition. Respondents expect AI to influence anxiety and stress, especially in relation to job security and the pressure to remain relevant. This suggests that future-of-work planning should include attention to psychological wellbeing and not only to retraining or technological readiness. Educational institutions and employers may need to provide counselling, mentoring, and open communication to support individuals navigating AI-related change.

Viewed through the project's feasibility framework, the data indicate that respondents intuitively recognise the importance of technical, economic, operational, ethical and legal, and schedule feasibility. They understand that AI adoption requires infrastructure and skills, brings economic opportunity and risk, depends on organisational culture and communication, raises fundamental ethical questions, and must be managed over realistic timelines. Their policy preferences for ethical guidelines, data privacy laws, and reskilling programmes are consistent with this multidimensional awareness.

Overall, the study confirms that AI and the future of work cannot be analysed through a single disciplinary lens. The perceptions expressed by respondents demand an integrated approach that takes into account technology, labour markets, ethics, mental health, governance, and education.

7. Findings of the Study

The major findings of the study can be summarised as follows:

- The respondent sample is dominated by individuals in the 11–25 age group and by students, making the findings particularly relevant to future workforce entrants.
- Familiarity with AI is high among respondents, and AI is already widely or moderately integrated into many participants' academic or professional activities.
- Most respondents believe that AI will replace human jobs to some extent rather than completely, suggesting expectations of partial transformation rather than total displacement.
- Technical or programming skills and critical thinking or creativity are identified as the most valuable skills in an AI-driven job market.

- There is strong support for the inclusion of AI ethics in educational curricula, along with high willingness to participate in AI-related workshops, seminars, and internships.
- Loss of human decision-making emerges as the most critical ethical concern, followed by job displacement, privacy and surveillance, and bias and discrimination.
- Many respondents believe that AI will affect mental health through increased anxiety and stress in the workplace.
- Ethical AI guidelines, strong data privacy laws, and workforce reskilling programmes are viewed as the most important policy responses for responsible AI adoption.
- Overall sentiment toward the future of work with AI is more optimistic than pessimistic, but clearly mixed, with excitement accompanied by caution and worry.

8. Suggestions

In light of the findings of the study, the following suggestions are proposed:

- Educational institutions should integrate AI literacy, AI ethics, and future-readiness training into mainstream curricula so that students develop both technical competencies and human-centric skills such as critical thinking and ethical judgment.
- Universities and colleges should expand opportunities for project-based learning, workshops, seminars, and internships that allow students to engage practically and critically with AI tools and their social, ethical, and professional implications.
- Organisations should adopt AI systems gradually and transparently, clearly communicating how these systems influence work processes, performance evaluation, and decision-making, and involving employees in design and implementation wherever possible.
- Governments and companies should invest in structured reskilling and upskilling programmes to support equitable labour-market transitions and reduce anxiety associated with technological change.
- AI governance frameworks should incorporate strong data-privacy protections, mechanisms for reviewing fairness and bias, explainability requirements, and clearly defined structures for human oversight and accountability.
- Mental-health support should be recognised as an essential component of future-of-work planning, particularly for students and early-career professionals navigating uncertainty and rapid technological change.

9. Limitations of the Study

The study has several limitations that should be acknowledged. The sample size is limited to fifty-one respondents, which restricts the generalisability of the findings. The sample is also dominated by younger respondents and students, and therefore does not fully represent the perspectives of older workers, individuals outside academic settings, or respondents from a wider geographical range. The data are self-reported and cross-sectional in nature, capturing perceptions at a single point in time rather than changes over time. In addition, the analysis is primarily descriptive and does not employ advanced statistical modelling.

These limitations do not undermine the value of the study but indicate that the findings should be interpreted as an exploratory snapshot of perceptions among a specific and important population.

10. Conclusion

The study demonstrates that artificial intelligence is widely perceived as a transformative force in the future of work, but that its significance extends far beyond automation and efficiency. Respondents show high levels of familiarity with AI, a willingness to learn, and considerable optimism about its potential, while simultaneously expressing concern about job displacement, loss of human decision-making, privacy, bias, and mental-health effects.

These perceptions indicate that the AI transition is not solely technical or economic in nature. It is also educational, ethical, social, and psychological. Accordingly, the study argues that understanding the future of work under AI requires a transdisciplinary framework in which technical feasibility, economic restructuring, organisational readiness, ethical safeguards, legal awareness, and psychological wellbeing are considered together rather than in isolation.

For institutions of higher education, the findings highlight the importance of integrating AI skill development with ethics education, critical thinking, and adaptability. For policymakers, it underlines the importance of reskilling initiatives, data-privacy protection, and clear ethical standards. Finally, for multidisciplinary research, the study illustrates that meaningful analysis of AI and the future of work must draw on insights from technology, management, economics, and the humanities.

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Appendices

The following appendices provide supplementary material that supports the research methodology and analysis discussed in the study.

Appendix A: Survey Instrument

https://forms.gle/3xHEMiTc2YPKPLfH8

Appendix B: Selected Response Graphs

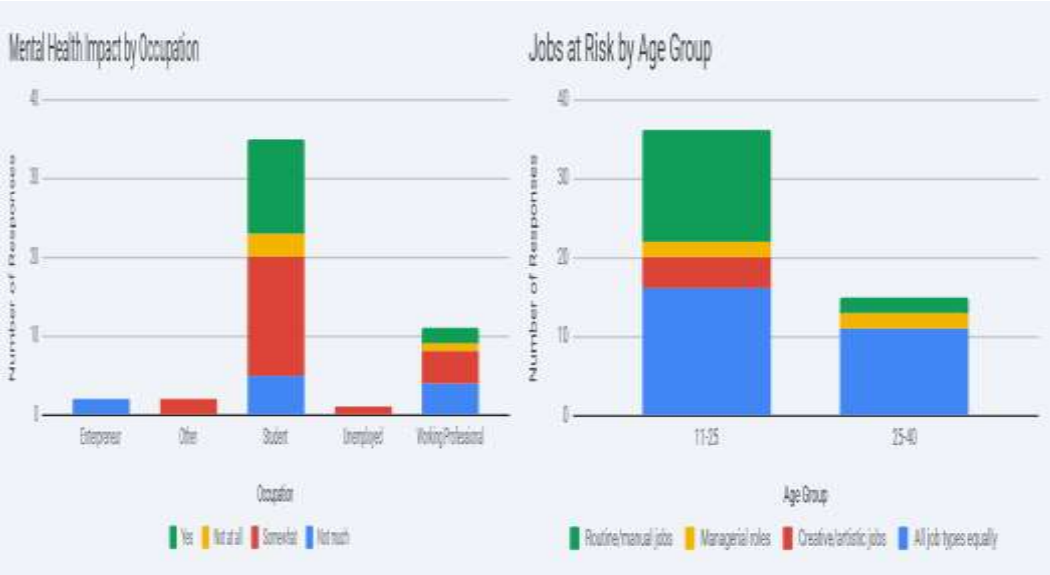

Figure 1: Impact of Artificial Intelligence on Mental Health by Occupation and Jobs at Risk Across Age Groups

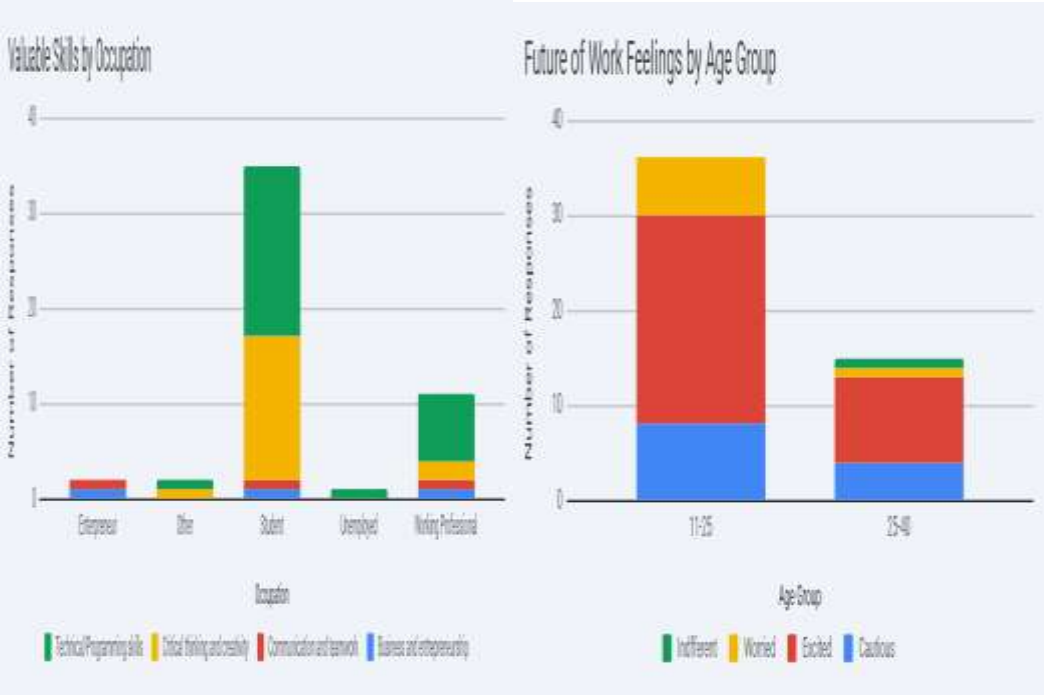

Figure 2: Perceived Importance of Skills Across Occupations and Age-Based Attitudes Toward the Future of Work

Appendix C: Narrative Summary of Responses

Fifty-one people from a variety of backgrounds, including students, working professionals, entrepreneurs, and jobless people, responded to the survey on the Impact of Artificial Intelligence on the Future of Work. The study predominantly reflects the viewpoints of young people preparing for future jobs, coupled with insights from seasoned professionals in the 25–40 age group, as the majority of respondents are between the ages of 11 and 25.

The results demonstrate that participants had a high degree of awareness and familiarity with artificial intelligence. The majority of respondents said they were either extremely or somewhat familiar with AI, and many said they have incorporated it into their work or academic pursuits. This shows how AI is actively impacting decision-making, learning, and job processes in modern settings.

Perceptions of AI are generally favourable but cautious. Because AI has the potential to increase productivity and creativity, most respondents were enthusiastic about the future of work. But a sizable percentage also voiced caution and anxiety, especially with regards to job security, the speed at which technology is developing, and the uncertainty surrounding future career options.

In terms of the influence on employment, the majority of participants think that AI will partially rather than totally replace human labour. Additionally, there is a growing belief that AI may have an impact on many kinds of occupations, including managerial, creative, and manual positions. While older participants see AI as a larger force influencing numerous sectors, younger respondents tend to identify AI more with automation of regular work.

According to the survey, technical and programming abilities are thought to be the most crucial for success in the future, followed by creativity and critical thinking. This illustrates how an AI-driven world need both technological know-how and human cognitive capacities. Concerns about ethics are also prevalent; many respondents cited data privacy, job displacement, and the loss of human decision-making as major problems.

The perceived effect of AI on mental health is another significant conclusion. Many respondents think that AI could make people feel more stressed and anxious, particularly students who are worried about joining a labor market that is changing quickly. There is also a considerable desire for training programs, workshops, and reskilling initiatives, as well as support for incorporating AI ethics and education into academic courses.

Overall, the poll shows that although AI is generally acknowledged as a revolutionary technology, it also poses serious difficulties. To maintain sustainable and inclusive growth, the future of employment will need to strike a balance between ethical issues, technical advances, and ongoing skill development.

Appendix D: Raw Response Dataset (Anonymised)

https://docs.google.com/spreadsheets/d/110lrdpKAPuKYD9ziw9MQNaBXS1URXYzZRv1Tjp9t1kw