ISSN No: 2456-2165 https://doi.org/10.38124/ijisrt/25may2040

Role of Artificial Intelligence in Career Planning among Thai Graduates in the Post AI-Arena

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Publication Date: 2025/06/02

Abstract:

- ***Purpose:***
AI is reshaping career planning in the same manner as it has penetrated other sectors and domains. The study focused on assessing the role of AI in career planning and management in the post-AI boomed era in Thailand.

- ***Methodology:***
The study is based on a qualitative structured interview. The interview questions were developed from the content review, and face and content validity were performed before their operationalization at full scale. Moreover, the study followed the quota sampling techniques for respondent recruitment and data collection.

- ***Findings:***
The study admits that AI is pivotal in career planning and management. Therefore, the university should focus on training its faculty members, offering refresher courses for AI skills and embedding them in programs and curricula. At the same time, the study also proclaims that the role of AI in career planning may lead to social inequalities, as rural graduates may have limited access to AI-related training and programs. However, the study also admits that AI may lead to social and economic inequality among rural and urban citizens; therefore, it should be planned for holistic growth to manage the disparities.

- ***Implications:***
The study provides insight to educators, career planners, career counsellors, and even every individual. AI has become a necessity for every individual and organization. Therefore, every individual and institution is supposed to embed AI in their individual and organizational operations to improve their performance.

- ***Recommendations*:**
The study recommends the integration of AI in higher education institutions (HEIs) programs to launch dedicated programs specializing in AI tools, models, methods, and techniques need to be launched. Similarly, researchers are recommended to explore pedagogy and andragogy-related concepts to make the teaching-learning processes more student-centred for career planning and development.

How to Cite: Zhiqiang Jiang; Phanthida Laophuangsak (2025) Role of Artificial Intelligence in Career Planning among Thai Graduates in the Post AI-Arena *International Journal of Innovative Science and Research Technology*, 10(5), 2329-2335. https://doi.org/10.38124/ijisrt/25may2040

I. INTRODUCTION

Artificial intelligence (AI) is transforming working and learning around the globe. It reshapes jobs, industries, demand, and skill sets (Aliabadi, 2023; Bankins et al., 2024). Job roles are changing; even traditional recruiting companies and hiring organizations are asking for AI-related skills. It is cautiously redefining employment structures and opportunities; therefore, many universities are introducing new academic programs for the students to literate them with AI and data literacy skills (Allal-Chérif, Aránega, & Sánchez, 2021; Alqahtani et al., 2023). AI-related curricula are being introduced to prepare students for tech-savvy industries. The future is fully based on AI-tech processes and practices and therefore, higher educational institutions are initiating, and many have already initiated AI-related subjects and programs (Markauskaite et al., 2022; Alqahtani et al., 2023).

This transition and conversion to AI is not abrupt but a well-thought-out and proclaimed process. It is considered a paradigm shift in learning, working and career planning, assertively prompting graduates to consider career choices and receive future skill sets. It is a gradual transformation process, redefining job roles, skills and career aspirations

ISSN No: 2456-2165 https://doi.org/10.38124/ijisrt/25may2040

(Labrague, Aguilar-Rosales, Yboa, Sabio, & Santos, 2023; Sanusi et al., 2024). Like other countries, Thailand also has technological integration and AI embracing. The momentum has introduced challenges and opportunities for the workers and learners because, with the current skill set, they may not be able to perform in the best possible way (Guliyev, 2023; Goralski & Tan, 2020).

In Thailand, like other countries, AI is transforming all production and services sectors. Their economic development strategy, i.e. Thailand 4.0, emphasizes technology-driven growth for operational and strategic excellence. They are aligning their technology development strategies with the latest technological innovation to compete with the surroundings (Bankins et al., 2024; Chakamanont & Thabmali, 2025). According to research, automation and machine learning are gaining popularity, optimizing the production and services industries (Wutiwiwatchai, 2024). Moreover, integrating AI in health, education, finance, and especially in manufacturing and other career industries necessitates that students plan their careers accordingly. Thai universities and vocational colleges can be critical in gaining these competencies. Therefore, this study focuses on exploring AI's role in assessing its impact on Thia students and how they plan their professional trajectories to prepare and cope with the emerging job skill set (Wutiwiwatchai, 2024; True Blue, 20204).

The rise of AI is a rapidly evolving nature of work. It demands new skills and competencies for career development and adaptability. This disruption or development is particularly influential in developing economies like Thailand. This shift raises concerns in AI-driven fields like automation, data science, and other digital transformations. So, conceptually, there is a need to assess how AI impacts career aspirations and how students conceptualize their career planning for the strategic alignment of their skills and continuous learning. Additionally, from the Human capital and career construction perspectives, individuals plan their careers in response to the market demand.

From a contextual perspective, the Thai labour market is also impacted by the AI transformation, making understanding students and job needs imperative. However, disparities exist in the Thai market due to AI-related education, which poses a pressing need for the universities and policymakers to collaborate with the industry and address the skills gap, and accordingly design curricula and programs effectively and offer actionable recommendations for enhancing workforce skills and preparedness in the post-AI boom era. Moreover, rising enrolment in AI-related fields like software engineering, data science, and computer science has increased parental and societal pressure, and contextually, the Thai economy has limited empirical evidence related to this phenomenon.

Based on the context and problem identified, the study seeks to answer how AI is influencing career planning among Thai graduates and what the role of their families is in influencing students' career choices. Moreover, the study also investigated the major challenges in adopting career planning and choice in the AI-boom post-era.

The research provides an empirical insight into career planning in Thai universities. Likewise, it offers policymakers guidance on focusing on AI-focused education for competitive advantage. The finding carries theoretical and practical implications for educators, policymakers, and students to embed AI in the teaching and learning processes to secure future-proof jobs in the market. The study explored the AI has substantial contributions in planning a career. It influences both the graduates and their families; however, at the same time, it may also lead to social and economic disparities.

II. LITERATURE REVIEW

After the birth of AI, AI-driven transmission has transformed almost all work and learning sectors. AI penetration changed job structure, description and needed skills, which led to an increased demand for AI and machine learning skills; therefore, we can see around the globe, an increased enrollment in the data sciences, software engineering and AI-related programs (Baek, Tate, & Warschauer, 2024; Alqahtani et al., 2023). The emergence of AI is creating new opportunities besides bringing threats to traditional roles; therefore, graduates around the globe are also conscious of acquiring new competencies to remain employable in the skill-based automated environment (Guliyev, Huseynov, & Nuriyev, 2023; Baek, Tate, & Warschauer, 2024).

In countries like the USA, China, India, etc., HEIs have started different academic programs that recognize the forthcoming role of AI in different sectors (Nazaria, Shabbirb, & Setiawan, 2021; Li, Yu, & Zhang, 2024). They positively responded to the influence of AI, and according to Aliabadi (2023) and Bankins et al. (2024), almost all universities are adding AI modules to their curricula. Likewise, an increase in these programs proclaims that students align and plan their careers strategically in these countries (Huang, Yang, Zheng, Feng, & Zhang, 2023; Aliabadi, 2023; Chakamanont & Thabmali, 2025). Although career planning is impacted by society, parental choices, and many other factors contribute to it, however, mainly the market, social and national demands, for which scholars remain concerned to plan and adopt strategically (Laupichler, Aster, Schirch, & Raupach, 2022; Bankins et al., 2024; Martínez-Moreno & Petko, 2024).

- *Thailand's HEIs Response to AI Boom*

Like global universities, Thai HEIs also respond to AI-driven challenges and opportunities. They have initiated strategies for AI integration into institutional frameworks (research, curriculum, etc.). In this release, a collaboration between Google and Chulalongkorn University (to launch ChulaGenie is transforming processes and practices, providing access and training to more than 5000 HEIs faculty and students and other staff in Thailand. Likewise, CMKL Carnegie Mellon University and King Mongkuts' Institute of Technology Ladkrabang introduced degree programs in AI

ISSN No: 2456-2165 https://doi.org/10.38124/ijisrt/25may2040

and computer engineering (AiCE). Such programs aim to respond to global and local demands and prepare scholars for future challenges and opportunities. Additionally, Thai HEIs have formed an AI university consortium for exploring scientific advancement in the domain. They are considered an Asia-first country to join NVIDIA's Nations initiative (https://th-ai.org/?utm_source=chatgpt.com).

Furthermore, the Thai Ministry of Education initiated "MHESI for AI" (Ministry of Higher Education, Science, Research, and Innovation) (https://vir.com.vn/thailand-intensifies-ai-policy-to-transform-economy-111562.html?utm_source=chatgpt.com) to address challenges related to AI implementation, that can be the required number of skilled workers, educational reforms etc. Similarly, Thai HEIs are initiating different workshops, seminars, and webinars to promote AI awareness and its role in the future, especially in the job market. In 2024, more the 40 universities with almost 150 participants participated in the workshop "Application and Innovation of Generative Artificial Intelligence in Teaching" (Bangkok) to facilitate and foster the AI role in HEIs. Furthermore, Thai universities actively engage in workshops and summits to promote AI education and innovation. For instance, in May 2024, nearly 150 participants from over 40 universities attended the "Application and Innovation of Generative Artificial Intelligence in Teaching" workshop in Bangkok (https://mooc.global/newsletter/press-releasenearly-150-participants-from-over-40-universities-attended-the-application-and-innovation-of-generative-artificial-intelligence-in-teaching-digital-literacy-workshop-in-bangkok-thail/?utm_source=chatgpt.com).

➢ *Theoretical Support for the Study*

Different theories can fit into the context. However, self-determination theory (SDT), developed by Deci and Ryan, better explains the domain and context. This theory presents the basis for understanding the motivation for human development by emphasizing autonomy, competence and relatedness (Chiu T. K., 2024; Kang, Turi, Bashir, Alam, & Shah, 2021). According to SDT, faculty and students must be empowered and engaged in AI-driven self-learning processes to invent and innovate. Academic programs, curricula and especially the collaborations and initiatives mentioned above boost learner autonomy, guide them to explore individual capacities and capabilities and lead them to optimize and personalize their career planning (Annamalai, Bervell, Mireku, & Andoh, 2025; Li, Zhou, & Chiu, 2024).

Similarly, competence, the second element of the SDT, suggests that through customized and specialized programs, learners need to equip market skills in a flexible manner (Chiu et al., 2024; Jiang, Qian, & Zang, 2024). They should be provided with awareness, training, and coaching to participate in cutting-edge research and development processes to explore their inner and hidden capabilities and promote their sense of competence and innovation (Hsia, Lin, Lin, & Hwang, 2025; Baek, Tate, & Warschauer, 2024; Li, Zhan, Ji, & Li, 2025). Likewise, SDT's third element of relatedness fosters a sense of community, and this collaboration mentorship promotes a sense of affirmation, affiliation, belongingness and acknowledgement (Thangam, Anju, Madhavan, & Gupta). Initiatives like MHESI or NVIDIA encourage collaboration and cooperation among academia and industry, which adds to the students' professional capabilities and helps them better plan their Career based on their skill set and interest in the domain and context (Gao, Cheah, Lim, & Luo, 2024; Shahrasbi, Rohani, Purmehdi, & Ghatari, 2024).

III. RESEARCH DESIGN

➢ *Literature Support for the Question Design*

We adopted qualitative methods based on the study's context and novelty. The first comprehensive literature review was conducted to assess and highlight the needs, trends and emerging demands for education after the boom of AI. As mentioned earlier, impact assessments and, similarly, cohort analysis or longitudinal analysis may not be possible at this stage, as the age of the AI is hardly two years, and the cross-sectional data may also prove perception-based. Therefore, the study adopted structured interview methods, in which students and faculty members were interviewed to assess the trends in career planning for the AI boom.

Questions, study guides and study protocols were developed after reviewing the literature. Later, it was shared with faculty members to assess its language and clarity. Furthermore, pre-testing and a pilot study were performed for content and face validity to make the question more mature and remove all kinds of biases, redundancies and anomalies.

➢ *Data Collection*

The study adopted purposive and quota sampling techniques so that every faculty would be given representation. Purposive sampling helped us select an expert from every domain (faculty) to provide in-depth information regarding their subject. Similarly, quota sampling guided the study to select respondents based on age, gender, and qualification. Moreover, quota sampling ensured proper representation of all faculties' gender and age. The study approached social sciences, medical sciences, engineering and business administration faculties and intended to interview 5 to 10 respondents from each one. So, according to the plan, the study managed to interview 22 students from different faculties. The demographics are given in Table 1.

Table 1 Demographics of the Study

Variables	Data	Frequency	Percentage
	20-25 years	7	32%
	26-30 Years	11	50%
	30 and above	4	18%
Gender	Male	13	60%
	Female	9	41%

ISSN No: 2456-2165 https://doi.org/10.38124/ijisrt/25may2040

Educational domain	Engineering	6	27%
	Medicine	6	27%
	Social sciences	5	23%
	Management Sciences	5	23%

Interview time and date were set based on the interviewee's availability. These interviews were scheduled from 1/1/ 2025 to 30/2/205; however, due to the availability of ready respondents, they finished on 24/2/2025. Approximately 30 respondents were approached. However, six were excused due to their personal and professional engagement, and two were dropped due to incomplete information, so, resultantly, 22 respondents participated in the study. All the respondents were approached and shared the study guides so that they could be fully aware of the study objectives. Before starting the interview again, they were reminded and refreshed with objectives and guidelines by repeating the study objectives. They were also assured of any kind of confidentiality. This process helped develop rapport and refreshed study objectives. The interviews were audio-recorded with their permission. The average time for the faculty interview was 30 minutes, and the interview took almost 20 minutes for the students. All the interviews were recorded in person.

IV. FINDINGS AND RESULTS

The interviews were transcribed in two steps, and tried to come and develop an aggregated, accumulated compilation so that the study could come with clearer themes and trends. Respondents agree and affirm AI's role in career planning. Faculty and students from business administration responded that "AI is nowadays widely used in business analytics, operations optimization, marketing, which increases demand for data professionals in our domain for which we have to tight our laces and backs" Similarly, the respondents from engineering prompted that *AI is used in design, predictive maintenance, robotics which is enhancing efficiency and productivity in all fields of engineering*. Likewise, in medical sciences, the respondents admitted that "*AI is critical to diagnosing, surgeries, customized and personalized medicine, which is prompting medical sciences, and we need to develop plans and policies to integrate AI in our domain."*

Regarding the importance and influence of AI in educational programs and curriculum, the interviewees argued that "our *HEIs have started AI integration, we are designing new programs, making the curriculum industry aligned. We are working on developing specialized courses and certificate programs, singing MoUs with edX, Coursera, Google, and IBM to train our students and faculty members."* The respondent added that "*many students are aiming for developing their career in AI-related fields (fintech, health-tech etc.), and even social sciences are searching for AI governance like mechanism for their careers."*

Furthermore, regarding the specific role of AI, the respondents agreed that "*Yes, AI has altered our job design and structure. Traditional processes and practices have become obsolete."* They added that "*due to the precision of AI in processes and practices (data analytics, surgeries, design, etc.) is leading to a new career path which needs to be master to save our future."*

Regarding the challenges regarding AI integration in career planning, the respondent added, "*We are facing a lot of challenges due to insufficient infrastructure, awareness, and career guidance. Many HEIs are struggling due to the mismatch between industrial needs and HEIs curricula. This digital divide needs to be overcome to get a job in an AI-penetrated industry."*

The reviewers were also worried about the ethical aspects of AI integration in career planning. They admitted that "*AI may widen inequalities. Students with strong digital skills may displace the traditional roles. Similarly, women may get suppressed, as many of them lack new skills.* Therefore, they argued that *"proper policy planning needs to be done to prevent unemployment, and balance the social wellbeing."*

Regarding the future of AI, they advised, "*We should focus on gaining AI proficiency besides getting soft skills. We should develop a stronger network with industries, and long-term intra-disciplinary mechanisms can need to be developed for career sustainability."*

The findings of the interviews were submitted to the online cloud generator to assess the pattern in the interviewer's responses. It was amazing that many of the respondents voiced support for AI in career planning and admitted the need for AI in the future market. The word cloud is presented in Figure 1.

ISSN No: 2456-2165 https://doi.org/10.38124/ijisrt/25may2040

Fig 1 Word Cloud Generated from Interviewees' Responses

Moreover, the study also extracted the major themes based on the literature and interview responses. According to the themes listed in Table 2, it can be concluded that students and their families acknowledge the role of AI in their personal and professional lives. They admit that AI is having a profound impact on their career in future in any discipline, which can be medical, engineering, social sciences or numerical sciences. The same has been recognised by policymakers that AI transformation is considered a paradigm shift in learning and working domains, therefore, AI is being integrated in the higher education curriculum, and even specialised programs need to be started to upskill and rescale graduates for the national and international markets.

Table 2 Themes of the Study

S no	Themes of the study	Description
	AI Impact on Career	AI is reshaping job needs and requirements, and new skill sets will be needed for the future job market.
	AI in higher education	AI is being introduced by universities worldwide; they are acknowledging its role and need to equip students with AI and data literacy skills.
	AI as a paradigm shift	AI infusion has embarked on a paradigm shift in learning and working; therefore, a new AI and dataset are needed for future workers.
	Career Planning & AI-driven Employment Trends	AI-driven automation is influencing students' careers and families, and social expectations and pressure also influence their career decisions.

V. DISCUSSION

The study focuses on Thailand's career planning process after the AI boom. According to the literature and the interviews, it is confirmed that AI has a significant role in career planning and development, not only in Thailand but also in the whole world (Gao, Cheah, Lim, & Luo, 2024; Baek, Tate, & Warschauer, 2024). AI is reshaping learning and working mechanisms and processes, and it has penetrated all disciplines ranging from social sciences, engineering, medicine and other minor and major areas of study. The study found that AI's role and contribution are detrimental and pivotal in deciding future job markets (Huang, Yang, Zheng, Feng, & Zhang, 2023; Goralski & Tan, 2020).

Additionally, the study confirmed that the booming of AI has created both opportunities and threats for students. Therefore, students are supposed to actively participate in AI-related training, coaching and workshops to master its concepts, tools, and other processes. Otherwise, they may not be able to acquire a skill-oriented job (Baek, Tate, & Warschauer, 2024; Goralski & Tan, 2020). The second threat is that AI may create social and economic inequalities because the rural area graduates will be in a better position to get AI-related training and skills, therefore, more opportunities will be available to the urban professionals, which may create a division, social, economic, psychological and even emotional among different strata of the population (Goralski & Tan, 2020; Li, Yu, & Zhang, 2024).

The study also admits and advises universities and industries for close collaboration. They should develop an AI-integrated, AI-focused curriculum so that graduates can easily grasp the concepts, tools and processes (Annamalai, Bervell, Mireku, & Andoh, 2025). Moreover, crash courses and AI certification are advisable for faculty development so that they can develop students with the necessary hands-on experience. The study also advises Thai universities and policymakers to collaborate to design practical modules for AI training. Similarly, academia should do the latest research from all perspectives to reap the benefits of AI (Bankins et al., 2024; Labrague, Aguilar-Rosales, Yboa, Sabio, & Santos, 2023).

ISSN No: 2456-2165 https://doi.org/10.38124/ijisrt/25may2040

VI. CONCLUSION

The post-AI boom era has reshaped career landscapes in Thailand, influencing employment patterns, skill requirements, and industry expectations across various disciplines. AI has transformed job roles in business, engineering, medicine, and social sciences, requiring graduates to acquire AI literacy and domain-specific expertise. However, despite the growing demand for AI-related competencies, gaps in university curricula and limited access to AI training hinder graduates' ability to compete in an AI-driven job market. Automating repetitive tasks poses challenges for traditional employment, but it also creates new career opportunities that require a combination of technical proficiency and adaptability. Addressing these shifts requires a proactive approach from educational institutions, industries, and policymakers to ensure graduates are well-equipped for the evolving workforce. Moreover, AI's impact extends beyond skills and employment to ethical and socio-economic considerations. The digital divide, automation-induced job displacement, and AI biases present significant challenges that must be addressed through inclusive education policies and workforce strategies. Universities must integrate AI education into their curricula, industries should support AI skill development through training and internships, and policymakers must regulate AI adoption to ensure fairness and equity in career opportunities. By fostering a balanced AI ecosystem, Thailand can harness AI's potential for sustainable career growth while mitigating risks. Additionally, special programs can be designed for holistic industrial, technological and intellectual growth to reduce social and economic inequalities. Furthermore, the study can be explored in future studies on how AI impacts decision-making processes among male and female graduates while planning their careers.

RECOMMENDATIONS

To prepare Thai graduates for AI-driven careers, universities should update curricula to include AI-centric courses, hands-on training, and interdisciplinary learning opportunities. AI literacy programs should be introduced at all educational levels, ensuring that business, engineering, medical, and social sciences students develop relevant AI competencies. Collaboration with industries should be strengthened through AI-focused internships, research partnerships, and real-world projects, allowing students to gain practical exposure to emerging technologies. Additionally, universities should incorporate globally recognized AI certifications into their programs to enhance graduates' employability in the competitive job market.

On a broader level, policymakers should implement AI education and workforce development initiatives to bridge the digital divide and ensure equitable access to AI-driven job opportunities. AI reskilling programs should be introduced for professionals whose roles are at risk of automation, fostering a workforce adaptable to technological changes. Ethical AI policies should be enforced to prevent bias and discrimination in AI-driven hiring processes. Moreover, Thai graduates should actively engage in continuous learning, embracing AI as an enabler of career growth rather than a disruptor. By implementing these strategies, Thailand can create a future-ready workforce that thrives in the post-AI boom era.

For future research, the study recommends investigating the impact of AI on gender roles, how AI integration impacts male and female jobs, and this can be done through qualitative studies like case studies, interviews and can be longitudinal to deeply explore its contextual factors essential for future policy recommendations and project planning.

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