The students' and graduates' perception of the potential usefulness of Artificial Intelligence (AI) in the academic curricula of Finance and Accounting Courses

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Motivation of the study

- the finance and accounting professions
  are expected to undergo a technological change in the nearest future

- in this regard university education seems to lag one step behind

- the application of computer-based technologies in academic education has at least three decades of history and experience…

… but not in the field of finance and accounting

Aim of the study

- We aim to identify key computer-based technologies, which are not yet but should be adopted in the university curricula in the context of finance and accounting courses

- We are doing that by preparing and analyzing the questionnaire performed on current students and graduates of the Cracow University of Economics

Relevant theories in the context of implementing AI's technologies in the university curricula

- the unified theory of acceptance and use of technology (UTAUT)
- institutional theory
- the theory of technology dominance

Research design

Model 1

$$Y\_AI_i = \alpha_0 + \alpha_1 GENDER + \alpha_2 Y\_EXP_i + + \alpha_3 CORP\_ERPII_i + + \alpha_4 FIN\_OUT_i + + \alpha_5 UNIV\_GRADE_i + + \alpha_6 EVAL\_STUDY_i + \varepsilon$$

Model 2

$$Y\_AI_i = \alpha_0 + \alpha_1 ST\_VS.GR_i + \alpha_2 GENDER_i + \alpha_3 Y\_EXP_i + \alpha_4 CORP\_ERPII_i + \alpha_5 FIN\_OUT_i + \alpha_6 UNIV\_GRADE_i + \alpha_7 EVAL\_STUDY_i + \varepsilon$$

Research design

Y_AI_i – a dichotomous variable coded as 1 when the respondent *i* selected AI as the priority in terms of the most useful computer-based technology required in their profession;
$ST\_VS\_GR_i$ – a dichotomous variable coded as 1/0 (student/graduate);

$GENDER_i$ – a dichotomous variable coded as 1/0 (female/male);

Y_EXP_i – years of experience coded as 1 to 5 rank order based on the years of professional experience (1 year or less, 1–2 years, 3-5 years. 6-10 years, 11 years or more, and zero in the case of students);

$CORP\_ERPII_i$ – graduates working in large multinational companies, having their finance/accounting departments use an ERPII system or equivalent;

FIN_OUT_i – graduates working in large international corporations providing financial services (outsourcing of finance and accounting, financial instruments, etc.);

$UNIV\_GRADE_i$ – the university final grade coded as 1 to 4 rank order;

$EVAL\_STUDY_i$ – assessment of the academic curriculum in the rank order from 1 (lowest grade) to 4 (highest grade).

Results

Logit Regression (odds ratio)

Variable	Model 1			Model 2		
	Graduates Survey			Pooled Sample		
	Odds ratio	P>|z|		Odds ratio	P>|z|	
Intercept	1.76e-07	0.020		0.004	0.010	
ST_VS_GR				0.0161	0.092	(*)
GENDER	1.5581	0.715		2.5381	0.230	
Y_EXP	4.1360	0.012	(**)	3.6863	0.008	(***)
CORP_ERPII	12.4157	0.110		11.9178	0.077	(*)
FIN_OUT	14.9778	0.077	(*)	19.4857	0.033	(**)
UNIV_GRADE	1.0800	0.944		1.1689	0.745	
EVAL_STUDY	9.0333	0.150		1.3679	0.429	
No. of obs.	50			229		
LR chi2(7)	34.19			47.85		
Prob>chi2	0.0000			0.0000		
Pseudo R^2	0.6203			0.3526		

Conclusions

- The results of our study, in general, provide a supportive argument for UTAUT theory. Implementing AI technology is perceived to be more beneficial for graduates with longer professional experience than students

- Our findings imply that the graduates are more aware of the benefits of AI's technologies. Therefore, the perceived post-implementation performance or self-efficacy is higher, especially when based on personal experience

- We provide another empirical evidence supporting institutional theory in the context of new technology use. Our results support the premise that longer professional experience leads to higher social responsibility and awareness

- Accountants are unique among other corporate staff with the features like community affiliation, social obligation, belief in self-regulation, autonomy demands, a constant need for education and professional dedication. Accounting professional organizations create coercive pressure for self-development