

Conscientiousness and Attitude Towards Artificial Intelligence Among Prospective Teachers: A Correlational Study

Shalu Sisodia^{1*}, Jyotika Kharbanda², Prof. Nandita Satsangee³

¹Junior Research Fellow, Dayalbagh Educational Institute, U.P, India

²Assistant Professor, Dayalbagh Educational Institute, U.P, India

³Professor, Dayalbagh Educational Institute, U.P, India

Corresponding Author: Shalu Sisodia (shalu170855@dei.ac.in)

HOW TO CITE:

Shalu Sisodia, Jyotika Kharbanda, Nandita Satsangee (2026). Conscientiousness and Attitude Towards Artificial Intelligence Among Prospective Teachers: A Correlational Study. International Journal of Special Education, 41(20s), 404-412

COPYRIGHT STATEMENT:

Copyright: © 2026 Authors.
Open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

ABSTRACT:

21st century is the century of technology, especially with the emergence of Artificial Intelligence, which has become an inseparable part of human life. Artificial Intelligence has influenced most aspects of human life, including science, politics, the economy, education, and even personal life. Previous literature has indicated that the personality of individuals might contribute to their inclination towards technological acceptance and attitude towards AI. Conscientiousness, a personality trait that plays a significant role in individual success in academic and work life, is reflected in the individual's diligent, cautious, dutiful, and goal-directed behaviour. The present study aimed to explore the level of conscientiousness among prospective teachers and its relation with their attitude towards AI. For this purpose, data were collected from 188 prospective teachers, using the Big Five Inventory-2 by Soto and John (2017) and the Artificial Intelligence Attitude Scale by Aktay, Gok and Yildirim (2024). Product-moment correlation was used to determine the correlation between the variables. The findings ($r=.093$, $p=.20$) revealed that there was a weak positive and statistically non-significant correlation between prospective teachers' conscientiousness and their attitude towards AI.

Keywords: Personality traits; Big Five personality theory; HEXACO; Conscientiousness; Attitude towards Artificial Intelligence.

1. Introduction

The Organisation for Economic Co-operation and Development (OECD, 2019), reported that Artificial Intelligence (AI) will bring major changes in the future development of the Labour market, Education, Health, and National Security. AI has become a major part of human life, whether it is economic, social, political, or educational (Luan et al., 2020). A Global AI teaching survey (2025) was conducted across 28

countries and 52 universities. The report stated that AI is already integrated by 61% educators and 57% educators had a positive and favourable attitude towards AI (Digital Education Council, 2025). AI has become an important part of human life, even though different people have different opinions, thoughts, and attitudes towards AI, even when exposed to the same kind of AI tools. As AI directly or indirectly affects an individual's personality, researchers have studied how personality traits are related to technology

acceptance (Agyei, Sun, Abrokwhah, Penney, and Ofori-Boafo, 2020), and the way people react to technology (Rokeach, 1868).

Conscientiousness

There are numerous theories of personality as given by psychologists from time to time. One of them is the Big Five Personality Theory (also called the Big Five Taxonomy), initiated by D.W. Fiske in 1949, but later on developed and expanded by Costa and McCrae in 1992. This theory has categorized five dimensions of personality, namely, Openness, **Conscientiousness**, Extraversion, Agreeableness, and Neuroticism. Different psychologists have given different sub-dimensions of Conscientiousness. Hough and Ones (2001) gave seven traits, viz, Achievement, Dependability, Impulse Control, Orderliness, Moralistic behaviour, and persistence. Organisation, Dependability, Order, Cleanliness, Precision, Efficiency, and Practicality were given by Goldberg (1992), while Competence, Order, Dutifulness, Achievement striving, Self-discipline, and Deliberation were given in NEO-PI (2010).

There is another model, the **HEXACO**, developed by Lee and Ashton (2004) through the HEXACO Personality Inventory. HEXACO is an acronym for Honesty-Humility, Emotionality, eXtraversion, Agreeableness, Conscientiousness, and Openness to Experience. All dimensions of the HEXACO Model are similar to BFT except Honesty-Humility and Emotionality. Lee and Ashton (2004) have given four sub-dimensions of Conscientiousness in their model: Organisation, diligence, perfectionism, and prudence. These personality traits predict the individual differences of people's acceptance of technology (Agyei et al., 2020; Jennewein, Baumann, and Lessmann, 2020) and usage intentions (Svedsen et al., 2013).

Among the Big Five personality traits, the study focused merely on Conscientiousness, as it a strongest predictor of disciplined behaviour, organisation, goal-oriented behaviour, diligence, dutifulness, etc.(Costa and McCrae, 1992; John and Srivastava). These traits are very important

for prospective teachers, as the teaching profession requires planning, self-regulation, and commitment (OECD, 2019). Since Artificial Intelligence has become an integral part of the education system and classroom practices, conscientious teachers are expected to develop a positive attitude towards AI. That is why exploring the relationship between Conscientiousness and attitude towards Artificial Intelligence is both theoretically meaningful and educationally significant.

AI and Attitude towards Artificial Intelligence (AI)

Artificial Intelligence (AI) is a branch of computer science that was developed to make human life easier (Gansser and Reich, 2021), which improves human capacities, reduces errors, creates new opportunities, and solves complex problems (Hartwig, 2021). Russell and Norvig (2010) defined Artificial Intelligence as human-made technology that was made with the intention to mirror human cognitive abilities and perform complex tasks. AI plays a vital role in different aspects of society, such as healthcare, education, finance, etc. (Wang and Siau, 2019). AI has both negative and positive effects on people's lives, and accordingly, people have different opinions, thoughts, and attitudes toward AI. That is why it is important to understand and study the characteristics of people who use AI. People in general usually engage with Artificial Intelligence for generating, creating, and using knowledge for development in various fields, as mentioned above. Jauhiainen and Guerra (2023) stated that School Education is being transformed by AI, suggesting prospective teachers understand and prepare for the future education system. Similarly, UNESCO (2023) also gave emphasis on developing AI competencies among teachers. This gives an impetus to researchers to select prospective teachers as the sample of the study.

2. Literature Review

Previously, researchers have studied the relationship and link between Personality traits and Individuals' Attitude towards Artificial Intelligence, but the findings remain inconclusive and unclear, as few studies showed a positive

correlation, while others showed a negative correlation between the variables.

In the current research, researchers have summarised the findings of previous studies in two sub-headings:

A. Studies reporting Positive Correlation

B. Studies reporting Negative or Inconclusive Findings

A. Studies reporting Positive Correlation

Existing research provides evidence that conscientiousness may be positively associated with favourable attitudes towards Artificial Intelligence (AI) and with the use of AI-based technologies, although the strength and nature of this association vary across contexts. Park and Woo (2022), in a large-scale study of 1,530 South Korean adults, examined the relationship between the Big Five personality traits and different dimensions of attitudes towards AI. Their findings showed that conscientiousness was negatively associated with negative emotional responses towards AI, suggesting that more conscientious individuals may experience fewer negative emotional reactions towards AI.

Additional support comes from Schepman and Rodway (2023), who examined associations between personality characteristics and the General Attitudes towards Artificial Intelligence Scale (GAAIS). Their findings demonstrated that personality characteristics were associated with different dimensions of AI attitudes, highlighting the importance of individual differences in understanding people's responses to AI technologies.

More recent evidence has extended this relationship to educational applications of AI. Arpacı, Kuşci, and Gibreel (2025), using a sample of 1,016 university students, investigated the role of Big Five personality traits in the educational use of generative AI. Their findings revealed significant positive relationships between conscientiousness and the educational use of Gen-AI. However, openness to experience emerged as the strongest predictor in their artificial neural network analysis. Thus, the study suggests that conscientiousness may facilitate students' engagement with Gen-AI in educational

contexts, although its role may be less prominent than that of openness to experience.

Similarly, Kiński, Kiński, and Przyborowska (2025) explored Big Five personality traits, attitudes towards AI, and the use of AI-generated solutions among 429 university students studying foreign languages. Importantly, conscientiousness was positively correlated with positive attitudes towards AI and was also positively associated with the frequency of AI use in foreign-language learning. The study further indicated that attitudes towards AI had a stronger relationship with AI use than personality traits themselves, suggesting that personality may operate partly through individuals' evaluations and acceptance of AI technologies.

Evidence from educational and professional student populations also indicates that conscientiousness can be related to AI attitudes, although the direction may depend on whether positive or negative attitudes are examined. A multicentre study of nursing students reported a significant positive association between conscientiousness and negative attitudes towards AI. This finding indicates that conscientiousness does not necessarily lead to uniformly positive perceptions of AI and that the relationship may depend on the specific dimension of AI attitude being assessed.

Overall, these findings suggest that conscientiousness may be relevant to AI-related attitudes and behaviour because conscientious individuals tend to demonstrate greater diligence, self-regulation, responsibility, and task orientation. These characteristics may encourage systematic engagement with AI when it is perceived as useful and relevant to educational or professional goals. However, the existing literature does not provide consistent evidence that conscientiousness invariably produces a positive attitude towards AI. Rather, the relationship appears to be context-dependent and may differ according to the type of AI outcome examined, such as positive attitudes, negative attitudes, acceptance, or actual use.

B. Studies reporting Negative or Inconclusive Findings

Despite evidence supporting a positive association, several studies have reported weak, non-significant, or even negative relationships between conscientiousness and attitudes towards AI. Kaya et al. (2024), for example, examined the role of personality traits, AI anxiety, and demographic factors in attitudes towards AI using data from 350 participants. Their hierarchical regression analyses indicated that conscientiousness was not a significant predictor of either positive or negative attitudes towards AI. However, conscientiousness showed a weak but significant positive correlation with negative attitudes towards AI. The authors noted that this finding was broadly consistent with earlier research, while also highlighting differences across samples and personality measures.

A similar complexity was reported by Park and Woo (2022), whose findings showed that conscientiousness was associated with lower negative emotional responses to AI but did not indicate that conscientiousness uniformly predicted all dimensions of positive AI attitudes. Their study is particularly relevant because it conceptualised AI attitudes as multidimensional, including affective and cognitive components. This suggests that examining only a global AI-attitude score may conceal relationships that become visible when positive and negative dimensions are analysed separately.

Schepman and Rodway (2023) also showed that personality–AI relationships are not necessarily uniform across personality traits and dimensions of AI attitudes. Their confirmatory validation study of the GAAIS showed that individual psychological characteristics were associated with AI attitudes, but the strength and direction of these associations differed across the positive and negative dimensions of the scale.

More recent research has provided additional evidence of this contextual variability. A 2025 study of foreign-language university students found a positive association between conscientiousness and positive attitudes towards AI, but also demonstrated that the relationship between AI attitudes and actual AI use was stronger than the relationship between

personality and AI use. This indicates that personality traits alone may not adequately explain AI-related behaviour and that attitudinal and contextual factors may play an important mediating or complementary role.

Similarly, research among nursing students found that conscientiousness was positively associated with negative attitudes towards AI, despite students reporting generally more positive than negative attitudes overall. This contrasting finding suggests that conscientious individuals may sometimes approach AI more cautiously, critically, or evaluate its implications more cautiously rather than simply displaying greater acceptance.

The inconsistency across studies may be explained by differences in sample characteristics, cultural settings, educational disciplines, AI familiarity, measurement instruments, and the conceptualisation of AI-related outcomes. Importantly, some studies examine general attitudes towards AI, whereas others focus on AI acceptance, intention to use, educational use of Gen-AI, or specific positive and negative emotional responses. Therefore, conscientiousness should not be regarded as a universally positive predictor of AI attitudes. Instead, its relationship with AI appears to be nuanced and potentially dependent on the context in which AI is encountered and the specific outcome being measured.

3. Objectives of the study

1. To study the level of Conscientiousness among the Prospective teachers.
2. To study the level of Prospective teachers' Attitude towards Artificial Intelligence.
3. To examine the relationship between Conscientiousness and Attitude towards Artificial Intelligence among Prospective teachers.

4. Hypothesis of the Study

H₀1 There is no significant relationship between Conscientiousness and Attitude towards AI among Prospective teachers.

5. Variables of the study

The present study comprises the following variables:

1. Conscientiousness
2. Attitude towards Artificial Intelligence

6. Research Method of the Study

To fulfil the objectives of the present study, a descriptive survey method with a correlational research design was employed. The descriptive survey method was used to describe the levels of Conscientiousness and attitude towards Artificial Intelligence among Prospective teachers, while the correlational design was used to examine the relationship between the two study variables.

7. Population and Sample of Study

The population of the study is prospective teachers enrolled in D.El.Ed. and B.Ed. course. The study sample consists of Prospective teachers of Dayalbagh Educational Institute, Agra, India. where the Institute was selected purposively and prospective teachers were selected through a random sampling method.

8. Instruments

Conscientiousness

Big Five Inventory-2, developed by Soto and John (2017) was used in the study. The inventory contains 10 items related to conscientiousness. The tool used 5-point rating scale: Strongly disagree, Disagree, Neutral, Agree, Strongly agree.

Attitude towards Artificial Intelligence

Artificial Intelligence Attitude Scale by Aktay, Gok and Yildirim (2024). This tool was initially prepared for the Turkish population, since the items were available in English it was considered suitable to implement on the Indian population. Before using the tool on the Indian population, permission was taken from the author of the tool. Furthermore, it was validated and approved by five experts, all of whom agreed that it was suitable for the Indian population.

9. Statistical Analysis

Median, Standard Deviation, and percentage were used to categorise Prospective teachers into different levels (Low and High) of Conscientiousness and Attitude towards Artificial Intelligence. Product-moment correlation was used to determine the correlation between the study variables. The Statistical Package of Social Science (SPSS) IBM 20 was used for data analysis.

10. Result

Objective 1: To study the level of Conscientiousness among Prospective teachers.

The level of Conscientiousness among Prospective teachers was classified into two categories, namely low and high, using the median score as the basis for classification. The results are presented in Table 1.

Table 1: Level of Conscientiousness among Prospective Teachers

Level of Conscientiousness	Score Range	No. of Prospective Teachers	Percentage
Low	≤ 43	89	47%
High	≥ 44	99	53%

As shown in the table 1 the level of Conscientiousness was classified into to two categories, i.e. low and high. These levels are based on the median of raw score that was 44, so prospective teachers who scored 44 and above are placed in the high level, whereas prospective teachers scoring below 44 were placed in the low level. As per the data shown in the table, findings revealed that a total of 99 (53%) prospective

teachers had a high level of conscientiousness, while 89 (47%) prospective teachers had a low level of conscientiousness. Thus, the distribution shows a slightly higher proportion of prospective teachers in the high conscientiousness category.

Objective 2: To study the level of Prospective teachers' Attitude towards Artificial Intelligence.

The attitude of prospective teachers towards Artificial Intelligence was classified into two categories, namely low and high, using the

median score as the basis for classification. The results are presented in Table 2.

Table 2: Prospective Teachers' Level of Attitude towards AI

Level of Attitude towards AI	Score Range	No. of Prospective Teachers	Percentage
Low	≤ 40	85	45%
High	≥ 41	103	55%

Table 2 shows the Prospective Teachers' Level of Attitude towards AI in two categories, i.e., low and high. These levels are also based on the median of raw scores, which was 41, so Prospective teachers who score 41 and above are placed in the high level, and prospective teachers who score less than 41 are placed in the low level. As per the data shown in the table, a total of 85 prospective teachers have a low level of conscientiousness, which is 45 percent, and 103

Prospective teachers have a high level of conscientiousness, which is 55 percent. Therefore, a slightly greater proportion of prospective teachers demonstrated a high level of attitude towards Artificial Intelligence.

Objective 3. To examine the relationship between Conscientiousness and Attitude towards Artificial Intelligence among Prospective teachers.

Table 3: Correlation between Conscientiousness and Attitude toward AI.

Variables	N	R	p-value	Result
Conscientiousness and Attitude towards Artificial Intelligence	188	0.093	0.20	Statistically non-significant and a weak positive correlation was found between the variables.

Table 3 presents the correlation between Conscientiousness and Attitude towards Artificial Intelligence. Product-moment correlation was used for data analysis, revealing a statistically non-significant correlation that was weakly positive with $r = .093$. However, the p-value is 0.20, which is greater than the 0.05 level of significance, reflecting that the relationship was weak and not statistically significant.

Therefore, the findings do not provide sufficient evidence to conclude that a statistically significant relationship exists between Conscientiousness and attitude towards Artificial Intelligence among prospective teachers in the present sample.

11. Hypothesis Testing

H₀1 There is no significant relationship between Conscientiousness and Prospective teachers' Attitude towards Artificial Intelligence (AI).

As the obtained p-value is 0.20, which is greater than .05, the null hypothesis, Since the p-value is greater than the predetermined significance level of .05, the observed relationship was not statistically significant. Therefore, the null hypothesis was not rejected. It may consequently be concluded that there is no statistically significant relationship between Conscientiousness and attitude towards Artificial Intelligence among Prospective teachers in the present sample.

12. Limitations

The present study used a sample of 188 Prospective teachers and used a descriptive method, which was appropriate for the objective of the study. Further research may use other methods, such as an experiment or a longitudinal design, to gain deeper insight into the relationship between the variables. As the sample was done on a single institute, the findings of the study still provide a basis for future research. Further study can be done with a larger sample and different institutions to enhance the generalisability of the findings.

13. Discussion and Conclusion

The present study aimed to assess the correlation between Conscientiousness, the dimension of the Big Five personality traits, and the HEXACO Model of personality. The findings revealed a very weak positive correlation between Conscientiousness and attitude towards AI ($r = .093$); however, the relationship was statistically non-significant ($p = .20$). Thus, although the direction of the association was positive, the magnitude of the relationship was minimal and the findings do not provide sufficient evidence to conclude that Conscientiousness is significantly associated with Prospective teachers' attitudes towards AI.

The present findings are consistent, in part, with the findings of Kaya et al. (2024), who reported that Conscientiousness was not a significant predictor of positive attitudes towards AI. Their findings suggest that Conscientiousness alone may not be sufficient to explain individuals' attitudes towards AI. In contrast, Arpacı, Kuşci, and Gibreel (2025) reported a significant positive association between Conscientiousness and the educational use of generative AI. However, their study focused on the educational use of generative AI rather than directly examining general attitudes towards AI. Therefore, the findings of the two studies are not directly comparable and may reflect differences in the conceptualisation of AI-related outcomes.

The variation in findings across studies may be attributed to differences in the characteristics of participants, educational and cultural contexts, levels of familiarity with AI, measurement instruments, and the specific AI-related outcome being investigated. Studies examining general attitudes towards AI may produce different findings from those investigating AI acceptance, intention to use, or actual educational use. Furthermore, personality traits may interact with contextual and psychological factors when individuals form attitudes towards emerging technologies.

The present findings also suggest that Conscientiousness should not be considered a strong standalone determinant of attitudes towards AI. Although conscientious individuals are generally characterised by organisation, responsibility, diligence, and self-regulation, these characteristics may not necessarily translate into favourable attitudes towards AI. Attitudes towards AI may instead be shaped by a combination of individual, technological, and contextual factors. Previous research has highlighted the potential role of factors such as AI literacy, perceived usefulness, trust, anxiety, prior experience, and demographic characteristics in shaping individuals' responses to AI technologies.

Overall, the present study contributes to the growing literature examining personality characteristics and AI-related attitudes by providing evidence from Prospective teachers in the Indian educational context. The very weak and statistically non-significant association observed in the present study indicates that Conscientiousness alone does not appear to have a substantial relationship with attitudes towards AI among the sampled Prospective teachers. Future research may therefore examine multiple personality traits together with AI literacy, trust, perceived usefulness, AI anxiety, prior exposure to AI, and other contextual variables to develop a more comprehensive understanding of factors associated with teachers' attitudes towards AI.

References

- Abdaljaleel, M., et al (2024). A multinational study on the factors influencing university students' attitudes and usage of chatgpt. *Scientific Reports*, 14
- Agyei, J., Sun, S., Abrokwhah, E., Penney, E. K., & Ofori-Boafo, R. (2020). Mobile banking adoption: Examining the role of personality traits. *SAGE Open*, 10(2). <https://doi.org/10.1177/2158244020932918>, 215824402093291
- Aktay, S., Gok, S., & Yildirim, A. (2024). Artificial Intelligence Attitude Scale. *International Technology and Education Journal*, 8(2)
- Arpaci, I., Kuşci, I. & Gibreel, O. The role of personality traits in predicting educational use of generative AI in higher education. *Sci Rep* 15, 30440 (2025). <https://doi.org/10.1038/s404-412-404-412>
- Bergdahl, J., Latikka, R., Celuch, M., Savolainen, I., Soares, M. E., Savela, N., & Oksanen, A. (2023). Self-determination and attitudes towards artificial intelligence: Cross-national and longitudinal perspectives. *Telematics and Informatics*, 82, Article 102013.
- Costa, P.T., & McCrae, R. R. (1992). Revised NEO Personality Inventory (NEO PI-R) and NEO Five- Factor Inventory (NEO-FFI) professional manual. *Psychological Assessment Resources*.
- Deng, N., Liu, E.J., Zhai, X. (2025). Understanding University Students' Use of Generative AI: The Roles of Demographics and Personality Traits. In: Cristea, A.I., Walker, E., Lu, Y., Santos, O.C., Isotani, S. (eds) Artificial Intelligence in Education. AIED 2025. *Lecture Notes in Computer Science*, vol 15877. Springer, Cham. https://doi.org/10.1007/404-412-404-412404-412_20
- Devaraj, S., Easley, R. F., & Crant, J. M. (2008). Research note how does personality matter? Relating the five-factor model to technology acceptance and use. *Information Systems Research*, 19(1), 93–105. <https://doi.org/10.1287/isre.1070.0153>
- Digital Education Council. (2025). Digital education council global AI faculty survey 2025 AI meets academia: What faculty think. <https://www.digitaleducationcouncil.com/post/digital-education-council-global-ai-faculty-survey>. (Accessed 6 June 2026).
- Fiske, D. W. (1949). Consistency of the factorial structures of personality ratings from different sources. *The Journal of Abnormal and Social Psychology*, 44(3).
- Gansser, O. A., & Reich, C. S. (2021). A new acceptance model for artificial intelligence with extensions to UTAUT2: An empirical study in three segments of application. *Technology in Society*, 65, 101535. <https://doi.org/10.1016/j.techsoc.2021.101535>
- Goldberg, L.R. (1992). The development of markers of the Big-Five factor structure. *Psychological Assessment*, 4.
- Guo, Z., & Xu, Y. (2025). AI-empowered integrated reform of teacher education: The experience of a Chinese university. *Education and Lifelong Development Research*, 2(1), 30–38. <https://doi.org/10.46690/elder.2025.01.04>
- Hartwig, B. (2021). Benefits of artificial intelligence. Hackr.io. <https://hackr.io/blog/benefits-of-artificial-intelligence>
- Hasanein, A.M., Sobaih, A.E.E.: Drivers and Consequences of ChatGPT Use in Higher Education: Key Stakeholder Perspectives. *European Journal of Investigation in Health, Psychology and Education*, 13, 2599–2614 (2023).
- Hough, L.M. & Ones, D.S. (2001). The structure, measurement, validity, and use of personality variables in industrial work, and organizational psychology. *Handbook of Industrial, work and Organisational Psychology*, 1, 404-412.
- Ittefaq, M., Zain, A., Arif, R., Ahmad, T. ., Khan, L., & Seo, H. (2025). Factors influencing international students' adoption of generative artificial intelligence: The mediating role of perceived values and attitudes. *Journal of International Students*, 15(7), 404-412. <https://doi.org/10.32674/fnwdpn48>
- Jauhiainen, J. S., & Guerra, A. G. (2023). Generative AI and ChatGPT in School Children's Education: Evidence from a School Lesson. *Sustainability*, 15(18), 14025. <https://doi.org/10.3390/su151814025>
- Kaya, F., Aydin, F., Schepman, A., Rodway, P., Yetisensoy, O., & Demir Kaya, M. (2024). The roles of personality traits, AI anxiety, and demographic factors in attitudes toward artificial intelligence. *International Journal of Human Computer Interaction*, 40 (2), 497–514. <https://doi.org/10.1080/10447318.2022.2151730>
- Kinski, C., Kinski, B., & Przyborowska, A. (2025). Big Five personality traits, attitudes towards Artificial Intelligence and the use of AI solutions in foreign language learners. *Neofilog*, 65(1), 404-412. <https://doi.org/10.14746/n.2025.65.1.4>
- Luan, H., et al. (2020). Challenges and future directions of big data and artificial intelligence in education. *Frontiers in Psychology*, 11,580820.
- OECD (2019), *Artificial Intelligence in Society*, OECD Publishing, Paris, <https://doi.org/10.1787/eedfee77-en>.
- Palm, R., Kingsland, J., & Bolsen, T. (2025). Trust, experience, and innovation: Key factors shaping American attitudes about AI. *arXiv*. <https://doi.org/10.48550/arXiv.2503.05815>

- Park, J., & Woo, S. E. (2022). Who likes artificial intelligence? Personality predictors of attitudes toward artificial intelligence. *The Journal of Psychology*, 156(1), 68–94. <https://doi.org/10.1080/00223980.2021.2012109>
- Rokeach, M. (1968). A theory of organization and change within value-attitude systems. *Journal of Social Issues*, 24(1), 13–33. <https://doi.org/10.1111/j.404-412.196>
- Russell, S., & Norvig, P. (2009). *Artificial Intelligence: A Modern Approach* (3rd ed.). Pearson.
- UNESCO. (2024). AI competency framework for teachers, *UNESCO Publishing*.
- Schepman, A., & Rodway, P. (2023). The General Attitudes towards Artificial Intelligence Scale (GAAIS): Confirmatory validation and associations with personality characteristics. *Computers in Human Behavior Reports*, 9, 100281. <https://doi.org/10.1016/j.chbr.2022.100281>
- Soto, C. J., & John, O.P. (2017). The next Big Five Inventory (BFI-2): Developing and assessing a hierarchical model with 15 facets to enhance bandwidth, fidelity, and predictive power. *Journal of Personality and Social Psychology*, 113 (1), 404-412. [10.1037/pspp0000096](https://doi.org/10.1037/pspp0000096)
- Stein, J.-P., Messingschlager, T., Gnambs, T., Hutmacher, F., & Appel, M. (2024). Attitudes towards AI: Measurement and associations with personality. *Scientific Reports*, 14(1), 2909. <https://doi.org/10.1038/s404-412-404-412>
- Svendsen, G. B., Johnsen, J. A. K., Almås-Sørensen, L., & Vittersø, J. (2013). Personality and technology acceptance: the influence of personality factors on the core constructs of the Technology Acceptance Model. *Behaviour & Information Technology*, 32(4), 323–334. <https://doi.org/10.1080/0144929X.2011.553740>
- Wang, W., and Siau, K. (2019). "Artificial Intelligence, Machine Learning, Automation, Robotics, Future of Work and Future of Humanity: A Review and Research Agenda". *Journal of Database Management*, 30(1).

Funding

This research received no external funding. The study was conducted independently without financial support from any external organisation or funding agency.

Conflict of Interest

The authors declare that they have no competing interests or conflicts of interest related to this study.

Ethics Statement

The participants were informed about the purpose of the study. Informed consent was obtained from the participants before data collection. The confidentiality and anonymity of the participants were maintained throughout the research process.

Authors' Contributions

SS: Conceptualisation, data collection, data analysis, and preparation of the original manuscript.

JK: Review of the manuscript and contribution to the structure and clarity of the text.

NS: Supervision, review, and critical revision of the manuscript.