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Examining the Relationship Between Attitudes towards Artificial Intelligence and AI Self- Efficacy Among University Teachers

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ABSTRACT

The current quantitative study examined the relationship between Attitudes towards AI and AI Self-Efficacy among University teachers. The sample consisted of (N = 200) university faculty members from both public and private universities in South Punjab district Multan, Pakistan. Participants were recruited using a purposive leading to convenience sampling technique. The study constructs were measured using The General Attitudes toward Artificial Intelligence Scale (Schepman &Rodway, 2023) and Artificial Intelligence Self-Efficacy Scale (Wang & Chuang, 2024), respectively. The collected data was analyzed using SPSS (Version 25) and findings of this study showed the signification positive correlation between positive attitudes towards AI and AI self-efficacy while the negative attitudes towards AI demonstrated a significant negative correlation with AI self-efficacy. The findings further revealed that there were significant differences (i.e., gender and type of institution) among university teachers regarding attitudes towards AI and AI self-efficacy. The results of the study also suggest that teacher's attitudes towards AI significantly predict the AI self-efficacy. The research findings provide valuable insights into the need to enhance positive attitudes towards AI among university teachers since positive perceptions are directly linked to elevated degrees of AI self-efficacy. The results may support higher education institutions and policymakers to design specific professional development programs and training that help to build the knowledge, attitude, and competence in teachers to use AI technologies in teaching and academic processes.

INTRODUCTION

According to the definition of artificial intelligence it is a concrete capability of non-natural entities to communicate, interact, and accomplish the tasks rationally, akin to the aptitudes exhibited by human

beings (Gil de Zúñiga et al., 2024). Artificial intelligence (AI) has attained an immediate and noteworthy development throughout the last decade (Huang et al., 2022). A large number of applications use AI, encompassing beyond well-known voice assistants to include functions in keyboards and image processing programs (Kraus et al., 2022). These advances in technology have also emphasized a growing academic exploration, thus making AI in education a noteworthy area of research (Tan et al., 2025). With the rapid integration of AI in higher education, there is a need for clear policy regulations to ensure the applications should be ethical and effective (Malik et al., 2025). Between the discussions of algorithms, intelligent systems and data analytics, the teacher's role remains dominant (Lin et al., 2025). Teachers are tasked with learning about the mechanisms of AI, its ethical issues, and its educational affordances; on the other hand, they are becoming more expected to learn using AI. They must advance proficiency in both the technical and academic mechanisms of the emergent technological tools (Jin et al., 2025). Similarly, it is also important to give attention on the psychological preparedness and professional proficiency of educators (Javaid et al., 2025). It has been known that teachers' attitudes towards AI, coupled with their self-efficacy in using digital technologies, as well as their skills in the field of AI significantly influence the integration of AI in classrooms (Jamil et al., 2025; Javaid et al., 2025).

One of the primary skills that teachers and other professionals must promote is the capability to efficiently use AI systems into their educational practices. For utilization of this capability skillfully, it is necessary to discover the perspectives and attitudes of educators towards AI (Sütçü & Sütçü, 2023). Historically, attitudes towards AI establish a multi-layered psychological construct that involves affective evaluations, cognitive beliefs, and behavioral tendencies of an individual in the field of AI technologies (Ajzen, 2001; Eagly & Chaiken, 1993). Such attitudes are the fundamental aspects, specifically within educational context, influencing technology acceptance, adoption, and integration processes (Scherer et al., 2019). As attitudes towards AI serve as significant predictors of actual use and acceptance; henceforth, it is substantial to recognize the discrepancies or inconsistencies in these attitudes (Park & Woo, 2022). Teachers' attitudes and opinions about AI have a prominent impact on their use of this technology (Lähdesmäki et al., 2025). With the accelerated development and integration of complex AI applications across all sectors, it has become increasingly vital to understand an individual's perceived ability regarding the use of AI technologies and products (Wang & Chuang, 2024). Self-efficacy is defined by Bandura (1986) as "the belief in one's capabilities to organize and perform the courses of action required to accomplish designated types of performances". Meanwhile, persons' perceptions regarding artificial intelligence significantly influence the acceptance of such technology. For example, Kwak et al. (2022) emphasized that individuals who is optimistic towards information technology has less fear concerning technology, and it would encourage increased engagement with technology, and enhanced their self-efficacy in problem-solving facilitated by information technology. And individuals exhibiting elevated levels of self-efficacy involve in interactions with artificial intelligence with a sense of assurance, viewing technological advancements as avenues for development (Naiseh et al., 2025).

The growing body of literature emphasize the association between the attitudes toward AI and self-efficacy as considerable. Çayak (2024) investigated the teachers to determine their attitudes regarding artificial intelligence and found that teachers hold positive attitudes toward AI. Furthermore, negative attitudes of teachers were at a low level. Naiseh et al. (2025) found that one of the factors of attitudes towards AI is self-efficacy, and indicate that teachers with higher self-efficacy hold more positive perceptions and better well-being. Yetişensoy (2024) found that prospective teachers' attitudes varied according to the perceived knowledge of AI, those who reported their information regarding AI as high demonstrated more positive attitudes compared to those with low knowledge. Erol et al. (2025) found that teachers' positive attitudes towards AI significantly influence their AI self-efficacy. Bergdahl and Sjöberg (2025) examined the educators' self-efficacy regarding AI and their perceptions towards the incorporation of AI-driven chatbots in educational contexts. They found that teachers generally demonstrated positive

perceptions towards the potential of AI in education, yet their self-efficacy depends on their previous contact with the technology.

Regarding gender differences, empirical literature showed the mix findings. Various studies established that males expressed more positive attitudes towards AI as compared to their female counterparts (Armutat et al., 2024; Dringó-Horváth et al., 2025; Gedik et al., 2025). While according to Acem et al. (2024) and Rothe-Wulf et al. (2025), female teachers had higher attitudes towards artificial intelligence than male teachers. According to Bickel et al. (2025),

males had higher self-efficacy, but females had a slightly better score which specify that females can demonstrate lower confidence levels in using AI in spite of having higher performance outcomes (Bickel et al., 2025). According to Adam et al. (2024), no significant gender differences was found regarding self-efficacy, which signifying balanced AI self-efficacy between male and female participants. Ahammad (2023) conducted the study to assess the attitudes of pupil-teachers towards AI and showed that significant difference in attitudes of male and female pupil-teachers about AI from both public and private colleges. The current study aims to fill the gap by investigating the relationship between attitudes towards artificial intelligence and AI self-efficacy among university teachers. Furthermore, this study also fills the gap that no prior study conducts with these variables in the context of South Punjab region specifically district Multan, Pakistan.

Objectives

1. To examine the association among attitudes towards AI and AI self-efficacy among university teachers.
2. To assess gender differences in attitudes towards AI and AI self-efficacy among university teachers.
3. To evaluate differences in attitudes toward artificial intelligence and AI self-efficacy across types of institutions among university teachers.
4. To examine the influence of attitudes towards artificial intelligence on AI self-efficacy among university teachers.

Hypothesis

1. There will be a significant positive relationship between positive attitudes towards AI and AI self-efficacy while negative relationship between negative attitudes towards AI and AI self-efficacy among university teachers.
2. There will be a significant gender difference in teachers' positive and negative attitudes toward AI and AI self-efficacy.
3. Teachers' positive and negative attitudes towards AI and their AI self-efficacy will significantly differ based on the types of institution.
4. Positive attitudes towards AI will positively predict AI self-efficacy while negative attitudes towards AI will negatively predict AI self-efficacy among university teachers.

METHOD

Research Design

The current study adopts a quantitative, cross-sectional research design. The data was collected using printed, paper-based questionnaires administered in person to ensure accessibility and potentially higher responses from participants.

Sample and Sampling Strategy

In this study, purposive leading to a convenience sampling technique was used to recruit participants. The targeted population was the faculty members currently teaching at both public and private universities. The sample consisted of (N = 200) university faculty members drawn from both public and private universities. Participants were selected from higher educational institutions located in Multan, Pakistan.

Instrumentation

The present study utilized the following instruments

General Attitudes toward Artificial Intelligence Scale (GAAIS)

Schepman and Rodway (2023) developed General Attitudes toward Artificial Intelligence Scale (GAAIS), that was demonstrated as a useful instrument in measuring the attitudes of people towards artificially intelligent technology. The GAAIS scale contains total 20 items encompassed two dimensions namely positive attitudes and negative attitudes, recorded on a 5-point Likert-type scale. This scale comprises 12 positive items and 8 negative items. Additionally, items in the general attitudes towards AI scale were scored as (1 = strongly disagree, 5 = strongly agree). In the current study, good internal consistency reliability was reported as the Cronbach' s α for the positive subscale was 0.924 and for the negative subscale was 0.879.

Artificial intelligence self-efficacy scale (AISES)

To evaluate the perceived self-efficacy of individuals concerning specific features of AI technology, Wang and Chuang (2024), established the AI Self-Efficacy Scale which has been extensively applied and authenticated in groups such as students and educators. The AISES is made up of 22 items that are rated on a 7-point Likert-type scale (1 = strongly disagree, 7 = strongly agree). The overall score is 22-154, and the higher it is, the higher self-efficacy at working with the AI technologies/products is. For the AI self-efficacy scale, this study reported the overall Cronbach' s α was 0.971, indicating excellent internal consistency reliability.

Procedure

Official permission was attained from the authors to use their scales in the current study. Along a detailed participant information sheet, the survey form outlined the study's purpose, confidentiality, voluntary nature of the study. Informed consent statement was mentioned in the first page of the survey form. The questionnaires were distributed in person and were requested to complete the survey consisting of many components that's including a consent form and a demographic variable sheet. The survey was including scales such as the General Attitudes towards Artificial Intelligence Scale and AI Self-Efficacy Scale. The collected data was analyzed using SPSS (Version 25).

RESULTS

Table 1 *Correlation among Positive and Negative Attitudes towards AI and AI Self-Efficacy N= (200)*

Variable	M	SD	1	2	3
1. Positive Attitude	3.51	.79	_		
2. Negative Attitude	3.24	.81	-0.65**		
3. AI Self-Efficacy	4.67	1.32	0.77**	-0.64**	_

Note. M = Mean; SD = Standard Deviation, ** p < .01.

The table results revealed that positive attitude towards AI was strongly and positively associated with AI self-efficacy among university teachers. In contrast, negative attitude towards AI showed a strong negative relationship with AI self-efficacy. Additionally, positive and negative attitudes towards AI were strongly negatively correlated, indicating that teachers with more favorable attitude towards AI hold less negative AI attitudes.

Table 2 *Independent Samples T-Test showing Gender Differences of Teachers Positive and Negative Attitudes towards AI and AI Self-Efficacy(N=200)*

Variable	Males *(n = 79)*		Females *(n = 121)*		*t(198)*	*p*	Cohen's *d*
	M	(SD)	M	(SD)			
Positive Attitude	3.93	.59	3.23	.78	7.14	.000	0.98
Negative Attitude	2.71	.71	3.58	.66	-8.87	.000	-1.26
AI Self-Efficacy	5.33	1.18	4.25	1.24	6.12	.000	0.89

Note. M= Mean, SD= Standard Deviation, ***p < .001, AI Positive Attitude=positive attitude towards AI, AI Negative Attitude= negative attitudes towards AI

The independent samples t-test results indicated significant gender differences across all variables, with large effect sizes observed. The findings revealed that male teachers demonstrated higher positive attitude towards AI and greater AI self-efficacy, whereas females showed higher negative attitude towards AI and less AI self-efficacy.

Table 3 *Independent Samples T-Test showing Type of Institution Differences of Positive and Negative Attitudes towards AI and AI Self-Efficacy(N=200)*

Variable	Public *(n = 140)*		Private *(n = 60)*		*t* (198)	*p*	Cohen's *d*
	M	*(SD)*	*M*	*(SD)*			
Positive Attitude	3.36	.79	3.86	.66	-4.62	.000	-0.68
Negative Attitude	3.39	.74	2.90	.85	3.98	.000	0.61
AI Self-Efficacy	4.44	1.35	5.22	1.08	-4.34	.000	-0.63

Note. M= Mean, SD= Standard Deviation, ***p < .001, Positive Attitude=positive attitude towards AI, Negative Attitude= negative attitude towards AI

The table results revealed significant differences among university teachers based on type of institution, with moderate effect sizes across all variables. The findings showed that teachers from private universities reported higher positive attitude towards AI and greater AI self-efficacy, whereas public university teachers showed higher negative attitude towards AI and less AI self-efficacy.

Table 4 *Multiple Regression Analysis Predicting AI Self-Efficacy*

Variable	B	SE	β	t	p	95% CI	
						LLCI	ULCI
Constant	2.38	.58		4.07	.000	1.22	3.53
Positive Attitude	1.02	.10	.62	10.70	.000	.84	1.21
Negative Attitude	-.40	.09	-.24	-4.24	.000	-.58	-.21

Note. $R^2 = .63$, F (2, 197) = 167.04, ***p < .001, Dependent variable= AI Self-Efficacy

The regression analysis showed that both positive and negative attitudes towards AI significantly predicted AI self-efficacy, with $R^2 = .63$ indicating that 63% of the variance in AI self-efficacy was explained by the model. Positive attitude towards AI revealed as a strong and significant positive predictor, suggesting that higher positive attitude towards AI is associated with greater AI self-efficacy. In contrast, negative attitude was a significant but weaker negative predictor, indicating that higher negative attitudes are linked with lower AI self-efficacy.

DISCUSSION

This study examines the relationship between attitudes towards artificial intelligence and AI self-efficacy among university teachers, in Multan Pakistan. Research results revealed that overall teachers hold significantly more positive attitudes towards AI. A survey was conducted with Chinese university students and teachers to explore and compare their use patterns and attitudes toward GenAI and found that despite the differences in use patterns, teachers exhibited positive attitudes toward the utility and positive impact of GenAI (Xia & Beech, 2025). Furthermore, Fakhri and Pirmansyah (2025) demonstrated that majority of Indonesian educators had positive attitudes toward AI and perceive ChatGPT as beneficial for instructional planning, writing assistance, and feedback facility. The findings of the current study further revealed a strong positive association between positive attitudes towards AI and AI self-efficacy. This is supported by studies from China and Korea, which confirm that perceived usefulness i.e., the belief that AI can enhance job performance, is a major driver of teachers' intention to use AI and their overall positive attitude (Heine & König, 2025; Yang & Jang, 2025). The current study also highlights the significant negative correlation between the negative attitudes towards AI and AI self-efficacy among university teachers. The large-scale German research study with preservice teachers delivers both quantitative and qualitative findings and highlight the statistically significant association between the two constructs, suggest that those with negative perceptions reported lower self-efficacy (Heine & König, 2025). Research

conducted outside of educational settings, such as the study on the influence of AI ethics awareness, attitude toward AI, anxiety, and self-efficacy on nursing students' behavioral intentions to use AI-based healthcare technology, found a similar pattern. It precisely established that self-efficacy positively associated with AI ethics awareness and negatively correlated with negative attitudes toward AI (Kwak et al., 2022). Furthermore, the research findings revealed that male teachers hold more positive attitudes towards AI and high AI self-efficacy as compared to their female counterparts, consistent with prior researches. A study conducted with mathematics and science teachers found that they had an overall favorable attitude towards AI, male educators displayed higher self-efficacy and perceived ease of use as compared to female preservice teachers (Al Darayseh & Mersin, 2025). An investigation of 603 teacher aspirants has indicated that males were much more favorable using AI in education than their female counterparts (Balasa et al., 2025). Moreover, the current study revealed the significant differences among university teachers based on type of institution, as public university teachers hold more negative attitudes towards AI and less AI self-efficacy while the private university teachers demonstrated higher positive attitudes towards artificial intelligence and AI self-efficacy. A study on university teachers in the Bahawalpur district of Pakistan indicated that there were significant differences in attitude and self-efficacy among teachers in public and private universities. In particular, the positive attitudes and self-efficacy of using computer-based technology to teach and learn were more prominent and self-efficacy was higher among teachers in private universities, whereas the level of computer anxiety and unfavorable attitudes toward technology among teachers in public universities was higher (Niaz et al., 2023). Subsequently, while teachers in the current study generally hold positive attitudes toward AI, these attitudes are significantly shaped by demographic and contextual factors. The results highlight the importance of gender-specific, institution-specific, and professionally particular development initiatives to establish AI self-efficacy and reduce the negative perceptions to achieve equitable, efficient AI integration in any educational setting.

CONCLUSION

The current study revealed that while university teachers hold overall positive views about AI, but these views are strongly influenced by demographic factors. The negative relationship between negative attitudes towards artificial intelligence and AI self-efficacy highlights the importance of focusing on the matter of teacher confidence as a means of promoting technology acceptance. Furthermore, the findings that male educators and faculty of a private university show greater positivity and a higher AI self-efficacy than their female and public university counterparts indicate the continued inequality between the genders and the institutions. These gaps need to be overcome by designing gender responsive, context sensitive, and professional development initiatives to ensure equitable integration of AI in higher education. Ultimately, investing in teachers' AI self-efficacy and positive attitudes will not only improve their professional practice but also equip their students with an ever-more AI-driven world.

Suggestions and Limitations

While the results of this investigation provide significant insights into the attitudes of university teachers regarding artificial intelligence and their corresponding AI self-efficacy, it is important to recognize several limitations that consequently provide critical direction for future research. Initially, this study has a cross-sectional design that only captures data at one point in time and this method does not allow the development of causal relationships among the variables. The future studies must use longitudinal designs to monitor the changes in teachers' attitudes and self-efficacy when AI technologies enter higher education and teachers receive more exposure and training. Furthermore, subsequent studies should use larger and more diversified samples in various cities and countries to facilitate cross-national comparative studies aimed at investigating the role of the national policy and cultural norms in influencing teacher attitudes and self-efficacy. Additionally, future research should examine more variables to establish an extensive understanding of the factors influencing teachers' attitudes and self-efficacy toward AI.

Implications

The findings of this study showed that a positive attitude towards artificial intelligence significantly predict AI self-efficacy propose that educational institutions should implement faculty development programs that cultivate their favorable attitudes towards AI, thereby enabling educators to integrate AI into their teaching and research practices with more confidence. Given that high negative attitudes significantly decrease AI self-efficacy among university educators, it is crucial that training workshops be conducted within universities to address fears, ethical dilemmas, and misconceptions regarding AI, thus reduce resistance among faculty members. The significant gender disparities emphasize the necessity for inclusive and supportive professional development environments, ensuring that female faculty members are afforded equal opportunities and encouragement in the adoption of AI tools. The differences observed between teachers at public and private universities highlight the critical need for the allocation of resources and institutional support in public universities, including but not limited to access to AI tools, professional development initiatives, and technological infrastructure.

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