

Attitude towards Artificial Intelligence among College Teachers affiliated to Gauhati University

Upasana Kalita, Research Scholar,
Department of Education, Gauhati University
Pribilina Champramary, Research Scholar,
Department of Education, Gauhati University

Abstract

Artificial Intelligence (AI) is one of the most transformative technological developments of the twenty-first century. In education, AI is increasingly recognised as a powerful tool capable of transforming the teaching–learning process. This study aimed to find the level of attitude towards artificial intelligence and differences in attitude towards Artificial Intelligence among College teachers with respect to gender, disciplines and teaching experiences. The study used a descriptive survey method, and a total of 80 participants, 40 (50%) males and 40 (50%) females, were selected using simple random sampling. The investigator used the Attitude towards Artificial Intelligence Scale developed by Aktay et al. (2024) to assess the college teachers' attitude towards Artificial Intelligence. Descriptive statistics, such as mean, and Z-scores and inferential statistics, such as a t-test, one-way ANOVA, were used to analyse the data. The data analysed showed that the majority of the participants, i.e., 43.8%, fall under the moderate level in overall attitude towards artificial intelligence. No significant difference was found with respect to gender ($p=.920$), no significant differences were found with respect to disciplines - arts, science, and commerce ($p=.527$) and no significant difference was found with respect to years of teaching experience ($p=.052$). In order to enhance the attitude towards AI, it is important to give proper training and professional development programmes focusing on the ethical use of AI, awareness of its limitations and using it in the right direction.

Keywords: *Attitude towards Artificial Intelligence, Artificial Intelligence, College Teachers, Gender, Disciplines, Teaching Experiences*

Introduction

Artificial Intelligence (AI) is one of the most transformative technological developments of the twenty-first century. It is a computer system or machine that is capable of performing tasks of human intelligence, such as learning, reasoning, problem-solving, and decision-making. The concept of AI was first introduced by John

McCarthy in 1956 during the Dartmouth Summer Research Project on Artificial Intelligence, where it was proposed that machines could be developed to simulate aspects of human intelligence. Since then, AI technologies have rapidly evolved and are now integrated across multiple sectors, including healthcare, finance, business, transportation, and, increasingly,

the education sector (Zawacki-Richter et al., 2019). In education, AI is increasingly recognised as a powerful tool capable of transforming the teaching–learning process. Educational institutions worldwide are integrating AI-based technologies such as intelligent tutoring systems, adaptive learning platforms, automated grading systems, and learning analytics to enhance the quality of teaching and learning. These technologies enable educators to monitor students’ progress, provide personalized feedback, and identify learning gaps effectively. AI-driven educational tools also facilitate individualized instruction by adapting learning materials to students’ needs, abilities, and learning pace, making learning more efficient, engaging, and accessible (Holmes et al., 2019; Zawacki-Richter et al., 2019).

In the Indian context, the use of AI in education has gained a generous amount of attention in recent years. The Indian Government focused on the usefulness of emerging technologies in preparing a future-ready workforce and has initiated several policies to promote digital transformation in education. The National Education Policy (2020) underscores the significance of integrating technology and digital tools in teaching and learning processes, while the National Curriculum Framework (2023) highlights the role of technology-enabled learning in improving educational quality and accessibility. Organisations such as the Central Board of Secondary Education (CBSE) and the National Council of Educational Research

and Training (NCERT) have introduced AI-related modules and digital learning platforms in colleges and universities to promote technological literacy and innovation.

The application of AI in education offers numerous opportunities to enhance the leveraging of existing knowledge. One of the major advantages of AI is that it can provide personalised learning which helps in catering students’ individual needs and learning pace. AI-based systems can analyse students’ learning patterns and offer customized content, feedback, and assessments (Holmes et al., 2019; Zawacki-Richter et al., 2019). Students can revisit difficult concepts, ask questions, and receive immediate responses through AI-supported learning platforms. Additionally, AI can assist teachers by automating routine tasks such as grading assignments, maintaining attendance records, and generating performance reports, thereby allowing educators to devote more time to instructional planning and student support (Holmes et al., 2019; Zawacki-Richter et al., 2019). Again, AI technologies have the potential to promote inclusive education that supports diverse learners like students with special needs, through adaptive learning systems and AI-enhanced assistive tools (Melo-López et al., 2025; Koranteng, 2025; Jumle, 2025). Despite these potential benefits, the use of AI in education has several challenges like data privacy, ethical issues, and algorithmic bias have raised questions about the responsible application of AI technologies in educational settings.

In many developing regions, including rural areas, the digital divide caused by a lack of internet connectivity, cyber infrastructure and inaccessibility of digital devices can hinder effective AI adoption. Moreover, insufficient professional development and teacher training opportunities can limit their ability to utilise AI tools efficiently. Some educators also express concerns regarding job security, academic integrity, and the potential of over dependence on AI may reduce students' critical thinking and independent learning skills (Zawacki-Richter et al., 2019; Halaweh, 2023).

Teachers play an important part in the successful adoption and application of AI in education. Their attitudes toward technological innovations significantly influence whether such tools are accepted and effectively integrated into teaching practices. According to Allport (1935), attitude can be understood as a learned predisposition to respond positively or negatively toward a particular object, person, or idea. Attitudes generally comprise three components: cognitive (beliefs and knowledge), affective (feelings and emotions), and behavioural (actions or intentions). Similarly, the Technology Acceptance Model developed by Davis (1989) emphasises that individuals' perceptions and attitudes toward technology strongly influence their willingness to adopt and use technological systems. Therefore, teachers' attitudes toward AI have a critical role in determining the usefulness of AI implementation in educational institutions (Chiu & Chai, 2020; Zawacki-Richter

et al., 2019). Although research on AI in education has grown in recent times, most of the studies have primarily focused on technological applications and how it influences student learning outcomes. Fewer studies have explored teachers' perceptions and attitudes toward AI, particularly in colleges and universities in Assam. Understanding college teachers' attitudes is essential, as their acceptance, readiness, and willingness to use AI technologies can significantly influence the successful implementation of AI-based educational innovations.

In light of the growing importance of AI and the crucial role that teachers have in the adoption of technology, the present study aims to examine the attitude of college teachers toward Artificial Intelligence. The findings found from this study are expected to provide insights into teachers' perceptions of AI and guide policymakers and educational institutions in designing effective strategies for the responsible use of AI in higher education.

Review of Related Literature

Salameh & Qadery (2026) explored the secondary school teachers' readiness towards integrating artificial intelligence tools in the learning process, especially their attitudes, present usage, and challenges the teachers faced while implementing artificial intelligence. The findings showed that the majority of the participants, i.e., towards AI, 91.67%, have a positive attitude towards artificial intelligence, and the tools such as Gemini and ChatGPT were mostly

used among them for planning lessons, efficient for administrative tasks, and assessing students' learning outcomes. The challenges pointed out by the participants were insufficient skills for utilizing AI, the absence of adequate infrastructure, limited support from institutions, and insufficient training in specialized and discipline-specific use.

Sakshi & Kaur (2025) investigated a study on Secondary School Teachers' attitude towards artificial intelligence and its use. The sample comprised of 100 school teachers, both from government and private schools from Ambala district. In this study, it was found that the school teachers are ready to utilise Artificial Intelligence into their daily teaching practices. The study found that the attitude of Secondary School teachers towards use of AI has no significant difference with respect to gender, stream and type of school.

Maier & Ghiocanu (2025) conducted a study on students' overall attitude towards AI and its relation to age, gender, university year, level of familiarity with technology, and the social group's attitude. The data were collected from 87 student participants from three faculties in Bucharest. The findings revealed a significantly high correlation between the overall attitude towards AI and social demographic variables, such as age, university year, and the social group's attitude. In contrast, gender and level of technology familiarity do not correlate significantly with students' overall attitude towards AI.

In a comparative study by Khuraijam

et al. (2025) on attitudes of the B.Ed. student- teachers of Manipur towards AI and in relation to their age, gender, locality, and subject streams. The findings showed that the attitude towards AI of the young student-teachers is more positive than that of their older peers, and the respondents from urban areas have more scores than the rural respondents. In terms of discipline-wise, science students have shown more acceptance towards AI than the students from the arts discipline. Whereas, in the case of gender differences, the study found no statistically significant difference among B. Ed student-teachers.

Tovar & Ocegueda (2025) conducted a study to find the overall attitude of the teachers towards AI, its use in teaching-learning processes, and the components that influenced the attitude of the teachers towards AI. A Convenience sampling technique was used to collect the data from 632 teacher participants at the University of Western Mexico. And it was found that the attitude of the teachers towards Artificial Intelligence has a significant association with teaching experiences and Training in AI, whereas the variables such as sex, age group, type of teachers, area of knowledge, and level of teachers' training have no correlation.

Lamanauskas (2025) conducted a qualitative informative-descriptive study to investigate the readiness of pre-service and primary school teachers' attitudes on the utilization of AI in the educational process and the challenging factors associated with the utilization of AI. Open-ended questions

were used to collect the data from 112 university students. The findings showed that 57.7% of primary school teachers reported that they were not sufficiently skilled in using AI.

Bhagat (2024) conducted a study on the attitude of B. Ed. Teacher Trainees towards the usage of AI in Education. Convenience sampling was used as THE sampling method; the scale was a self-prepared 3-point Likert scale. The study area was in Nagpur, and the result exhibited a highly positive incline of B. Ed. Teacher Trainees towards the usage of Artificial Intelligence in Education.

Aghaziarati et al. (2023) investigated teachers' attitudes towards Artificial Intelligence in Education. The study used a qualitative method to gather data from 28 teachers from different educational levels and disciplines. The major themes that emerged from the study were pedagogical impacts, ethical and social considerations, technological challenges and opportunities, and perceptions of AI in Education

Sütçü & Sütçü (2023) in their study on English Teachers' Attitudes and Opinions Towards Artificial Intelligence, this study tried to find out the attitude and opinions of English teachers in Turkey, the findings shed light that teachers are generally optimistic about the acceptance and adoption of AI applications in language instruction and they perceived that their use could contribute to language learning, but they have some reservations though.

Research Gap

From the related literature, it can be identified that most of the research conducted on AI focused on the attitude of college teachers towards AI in different educational contexts, but there is a limited study on the general attitude of college teachers of Assam towards Artificial Intelligence, especially affiliated to Gauhati University, and its relation to gender, discipline, and teaching experience. Therefore, the present study aims to fill this research gap by investigating "Attitude towards Artificial Intelligence among College Teachers affiliated to Gauhati University".

Objectives of the study

The following are the objectives of the study:

- To find the level of attitude towards artificial intelligence among college teachers affiliated to Gauhati University.
- To find the differences in attitude towards artificial intelligence among college teachers affiliated to Gauhati University with respect to gender.
- To find the differences in attitude towards artificial intelligence among college teachers affiliated to Gauhati University with respect to disciplines.
- To find the differences in attitude towards artificial intelligence among college teachers affiliated to Gauhati

University with respect to teaching experiences.

Hypothesis

The null hypothesis formulated for the study, based on the objectives (2), (3), and (4) -

- H_{01} : There exists no statistically significant difference in attitude towards artificial intelligence among college teachers with respect to gender.
- H_{02} : There exists no statistically significant difference in attitude towards artificial intelligence among college teachers with respect to disciplines.
- H_{03} : There exists no statistically significant difference in attitude towards artificial intelligence among college teachers with respect to teaching experiences.

Significance of the study

The present study, A Study on Attitude towards Artificial Intelligence among College Teachers affiliated to Gauhati University, holds considerable significance in the context of contemporary higher education. As Artificial Intelligence (AI) continues to transform multiple sectors globally, its integration into the education sector presents both opportunities and challenges. Understanding teachers' attitudes toward AI is critical, as educators play a pivotal role in determining the success of AI adoption. By assessing the level of attitude and gender-based

differences, discipline, and teaching experience in attitudes toward AI among college teachers. This study is important as it provides insights into teachers' readiness, and their perceptions towards AI that may influence the effective implementation of AI technologies in higher education. The findings can help policymakers, educational administrators, and teacher training programmes in fostering positive attitudes, enhancing technological literacy, and supporting teachers in integrating AI into their pedagogical practices. Again, the study contributes to bridging the research gap regarding teacher attitudes towards AI in the Indian higher education context, particularly within institutions affiliated with Gauhati University. By highlighting differences in attitudes across gender, disciplines, and the experience of college teachers.

Delimitation of the study

The study area was delimited to the colleges affiliated to Gauhati University situated in the Kamrup Metropolitan District of Assam.

Operational Definitions

Attitude

Attitude in this study is the tendency to respond positively or negatively toward a particular object, person, or idea.

Artificial Intelligence (AI)

In this study, Artificial intelligence refers to a Machine or a system that is capable of doing complex tasks like reasoning,

problem-solving, perception, and learning that generally require human intelligence.

College Teachers

College teachers refer to the faculty members teaching in undergraduate colleges affiliated to Gauhati University situated in the Kamrup Metropolitan District of Assam.

Methodology

Research Design

In this study, a quantitative research design was used, and a descriptive survey method was used to find the college teachers' attitude towards Artificial Intelligence.

Study Respondents

All the colleges of the Kamrup Metropolitan district affiliated to Gauhati University are

the population of the study. Altogether, there are 12 provincialized colleges affiliated with Gauhati University. Using a simple random sampling technique, 30% of the colleges were selected, i.e., 3.6, approx. But for better representation, four provincialized colleges affiliated to Gauhati University were selected for the study. As the total college teachers' population is unknown to the investigators, the convenient sampling technique was used for data collection. The sample comprised 80 college teachers, and data were collected from 20 participants from each of the four colleges. The gender, discipline, and years of teaching experience distribution of the sample for the study is presented in Table 1.

Table 1
Frequency and percentages of demographic variables

Variables	Sub-Variables	N	%
Gender	Male	40	50%
	Female	40	50%
Disciplines	Arts	27	33.8%
	Science	28	35%
	Commerce	25	31.3%
Years of Teaching Experience	1-10	24	30%
	11-21	27	33.8%
	More than 21	29	36.3%

Instrument

The Artificial Intelligence Scale developed by Aktay et al. (2024) was employed to assess the attitude towards Artificial Intelligence

among college teachers affiliated to Gauhati University. The scale consisted of 13 item statements with three sub-dimensions –

Benefits of Artificial Intelligence, Risks of Artificial Intelligence, and Use of Artificial Intelligence. The Cronbach alpha value of the reliability of the scale is 0.802. The items were rated on a five-point Likert scale, organised in a range from Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1 for nine positive items and reverse coding for four negative items, Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Strongly Disagree=5.

Statistical Analysis

The Shapiro-Wilk test of normality was used to measure the normality, and the value found ($W=0.983$, $p=.184$) showed that the data were normally distributed. The descriptive statistics, such as Z-scores and percentages, were used to analyse the level of attitude towards artificial intelligence among college teachers. Additionally, mean and standard deviation scores were

calculated for gender, disciplines, and teaching experience of college teachers on attitude towards artificial intelligence. Inferential statistics, such as a t-test and one-way ANOVA, were used to analyse the differences in attitude towards artificial intelligence among college teachers with respect to their gender, disciplines, and teaching experiences.

Analysis & Interpretation

Objective 1: To find the level of attitude towards artificial intelligence among college teachers affiliated to Gauhati University.

The level of attitude towards artificial intelligence among college teachers was determined using Z-scores, and the level of attitude towards artificial intelligence is presented in Table 1.

Table 2
Dimension-wise level of attitude towards Artificial Intelligence among college teachers

Variable	Sub-Variables	Range of Raw Scores	Range of Z-scores	Percentage	Levels
Attitude towards Artificial Intelligence	Benefits of AI	14 and above	0.59 and above	31.3%	High
		13 to 10	0.58 to -0.58	63.7%	Moderate
		9 and below	-0.59 and below	5%	Low
	Risk of AI	13 and above	0.73 and above	17.5%	High
		12 to 7	0.72 to -0.72	62.5%	Moderate
		6 and below	-0.73 and below	20%	Low
	Use of AI	24 and above	0.98 and above	16.3%	High
		23 to 16	0.97 to -0.97	75%	Moderate
		15 and below	-0.98 and below	8.8%	Low

Table 2 shows the dimension-wise level of attitude towards Artificial Intelligence among college teachers. The level of attitude was categorised into three levels for each dimension. In the dimension of benefits of AI, the analysis showed that 31.3% out of 80 participants have a high level, i.e., a positive attitude towards artificial intelligence, 63.7% out of 80 participants have a moderate level of attitude towards artificial intelligence, and 5% out of 80 participants have a low level, i.e., a negative attitude towards artificial intelligence. For the dimension risks of AI, the data revealed that 17.5% out of the 80 participants have a high level, i.e., a positive attitude towards artificial intelligence, 62.5% out of the

80 participants have a moderate level of attitude towards artificial intelligence, and 20% out of the 80 participants have a low level, i.e., a negative attitude towards artificial intelligence. For the dimension Use of AI, the data revealed that 16.3% out of the 80 participants have a high level i.e., a positive attitude towards artificial intelligence, 75% out of the 80 participants have a moderate level of attitude towards artificial intelligence, and 8.8% out of the 80 participants have a low level i.e., a negative attitude towards artificial intelligence. The analysis of the data found that the majority of the college teachers' participants have a moderate level of attitude towards artificial intelligence on all the dimensions- benefits of AI, risks of AI, and Use of AI.

Table 3
Overall level of attitude towards Artificial Intelligence among college teachers

Variable	Range of Raw Scores	Range of Z-scores	Percentage	Levels
Attitude towards Artificial Intelligence	51 and above	0.64 and above	26.3%	High
	50 to 42	0.63 to -0.63	43.8%	Moderate
	41 and below	-0.64 and below	30%	Low

Table 3 shows the overall level of attitude towards Artificial Intelligence among college teachers. The analysis revealed that 26.3% out of the 80 participants have a high level i.e., positive attitude towards artificial intelligence, 43.8% out of the 80 participants have a moderate level of attitude towards artificial intelligence, and 30 % out of the 80 participants have a low level i.e., negative attitude towards artificial intelligence among college teachers. The analysis of the data found that the majority of the participants have a moderate level of attitude towards artificial intelligence.

Objective 2: To find differences in attitude towards Artificial Intelligence among college teachers affiliated to Gauhati University with respect to gender.

H₀₁: There exists no statistically significant difference in attitude towards artificial intelligence among college teachers with respect to gender.

To find out the difference in attitude towards Artificial Intelligence among college teachers affiliated to Gauhati University with respect to gender, a t-test was calculated.

Table 4
Mean and Standard Deviation of Male and Female on Attitude towards Artificial Intelligence

Gender	N	Mean ($\bar{X}$)	Standard Deviation (σ)
Male	40	45.88	7.19
Female	40	45.72	6.03

Table 4 shows the descriptive statistics of the male and female college teachers on their attitude towards Artificial Intelligence. The analysis of descriptive statistics

showed the mean score ($M = 45.88$) and standard deviation ($\sigma = 7.19$) of males and the mean score of ($M = 45.72$) and standard deviation ($\sigma = 6.03$) of females.

Table 5
Independent sample t-test of the attitude towards Artificial Intelligence with respect to gender

Variable	Gender	t- value	df	Mean Difference	P value
Attitude towards AI	Male				
	Female	.101	78	0.150	.920

Not significant at the 0.05 level of significance

The data in Table 5 shows the analysis of an independent sample t-test of the difference in attitude towards Artificial Intelligence with respect to their gender. The data found showed the score of the calculated t-value, $t = .101$, Mean Difference = 0.150, and P-value = .920. Here, as the $p > 0.05$; therefore, the null hypothesis (H_0) - There exists no statistically significant difference in attitude towards Artificial Intelligence among college teachers with respect to gender, was not rejected. The result of the analysis showed that there was no difference in attitude towards Artificial Intelligence

between male and female college teachers.

Objective 3: To find the differences in attitude towards artificial intelligence among college teachers affiliated to Gauhati University with respect to disciplines.

H_{02} - There exists no statistically significant difference in attitude towards artificial intelligence among college teachers with respect to disciplines.

One-way ANOVA was calculated to find the differences in attitude towards artificial intelligence among college teachers affiliated to Gauhati University with respect to disciplines.

Table 6
Mean and SD scores of college teachers' Attitude towards Artificial Intelligence with respect to disciplines

Disciplines	N	Mean ($\bar{X}$)	Standard Deviation (σ)
Arts	27	45.85	6.98
Science	28	46.75	5.12
Commerce	25	44.68	7.67

Table 6 demonstrates the mean and SD scores of college teachers' attitudes towards Artificial Intelligence with respect to their disciplines. The summary of the analysis showed the college teachers' attitude

towards Artificial Intelligence from the arts discipline ($M = 45.85$, $\sigma = 6.98$), science discipline ($M = 46.75$, $\sigma = 5.12$), and commerce discipline ($M = 44.68$, $\sigma = 7.67$).

Table 7
Levene's test of Homogeneity of Variances

Variable	F	df1	df2	Sig.
Artificial Intelligence	1.673	2	77	.194

Table 7 shows Levene's test of homogeneity of variances of artificial intelligence with respect to disciplines. The result found was $F(2, 77) = 1.673$, $P = .194$, which means

that the assumption of homogeneity of variances was not violated, and one-way ANOVA can be used for the analysis.

Table 8
One-way ANOVA of attitude towards artificial intelligence among college teachers with respect to disciplines

	Sum of square	df	Mean square	F	Sig.
Between Groups	.707	2	.354	.616	.543
Within Groups	44.180	77	.574		
Total	44.887	79			

Not significant at the 0.05 level of significance

The data in Table 8 shows the analysis of the One-way ANOVA of the difference in attitude towards Artificial Intelligence with respect to disciplines. The analysis of the data showed the score ($F = .616$, $P\text{-value} = .543$). Here, the $p > 0.05$; therefore, the null hypothesis (H_0)- There exists no statistically significant difference in attitude towards artificial intelligence among college teachers with respect to disciplines, was not rejected. Thus, it was found that there was no significant difference in attitude towards artificial intelligence among college teachers from arts, science, and commerce disciplines.

Objective 4: To find the differences in attitude towards artificial intelligence among college teachers affiliated to Gauhati University with respect to teaching experiences.

H_{03} - There exists no statistically significant difference in attitude towards artificial intelligence among college teachers with respect to teaching experiences.

One-way ANOVA was calculated to find the differences in attitude towards artificial intelligence among college teachers affiliated to Gauhati University with respect to teaching experiences.

Table 9
Mean and Standard Deviation of College Teachers' Attitudes towards Artificial Intelligence by teaching experience

Years of Teaching Experience	N	Mean ($\bar{X}$)	Standard Deviation (σ)
1-10 years	24	48.45	5.84
11-21 years	27	44.18	6.73
More than 21 years	29	45.10	6.60

Table 9 illustrates the mean and SD scores of college teachers' attitudes towards Artificial Intelligence with respect to teaching experiences. The summary of the analysis showed that the mean and SD scores of college teachers having 1-10 years of teaching experience ($M = 48.45$, $\sigma = 5.84$), 11-21 years of teaching experience ($M = 44.18$, $\sigma = 6.73$) and more than 21 years of teaching experience ($M = 45.10$, $\sigma = 6.60$).

Table 10
Levene's Test of Homogeneity of Variances

Variable	F	df1	df2	Sig.
Artificial Intelligence	1.476	2	77	.235

Table 10 shows Levene's test of homogeneity of variances of artificial intelligence with respect to teaching experiences. The result found was $F(2,77) = 1.476$, $p = .235$, which means that the assumption of homogeneity of variances was not violated, and one-way ANOVA can be used for the analysis.

Table 11
One-way ANOVA of attitude towards artificial intelligence among college teachers with respect to disciplines

	Sum of square	df	Mean square	F	Sig.
Between Groups	1.922	2	.961	1.722	.185
Within Groups	42.966	77	.558		
Total	44.887	79			

Not significant at the 0.05 level of significance

The data in Table 11. shows the analysis of the One-way ANOVA of the difference in attitude towards Artificial Intelligence

with respect to disciplines. The analysis of the data showed the score ($F = 1.722$, $P\text{-value} = .185$), $p > 0.05$; therefore, the

null hypothesis (H_0)- There exists no statistically significant difference in attitude towards artificial intelligence among college teachers with respect to teaching experiences, was not rejected. Thus, it was found that there was no significant difference in attitude towards artificial intelligence among college teachers, irrespective of their year of teaching experience.

Findings & Discussions

This study examined the level of attitude towards artificial intelligence among college teachers affiliated to Gauhati University. The findings of the analysis of Objective 1 showed that the majority of the participants, i.e., 43.8%, fall under the moderate level of attitude towards artificial intelligence. This result supports the findings of Ozden et al. (2025) study on correlation between attitude towards artificial intelligence and AI literacy of pre-service teachers, where the result reflected a moderate level of attitude towards artificial intelligence and the majority of college teachers affiliated with Gauhati University possess a moderate level of attitude towards Artificial Intelligence (AI) across all dimension's benefits, risks, and use suggesting a balanced perspective that acknowledges both the potential and challenges of AI in education.

The t-test analysis of Objective 2 showed that the null hypothesis (H_0)- "There exists no statistically significant difference in attitude towards Artificial Intelligence among college teachers with respect to gender" was not significant at the 0.05 level and thus, the null hypothesis was not rejected. This indicated that there exists no significant difference in attitude

towards Artificial Intelligence between male and female college teachers. This finding showed a similar result to the study that found no statistically significant difference in attitude among the secondary school teachers in the use of AI with respect to gender, indicating that both male and female college teachers have a similar perception towards artificial intelligence. (Sakshi & Kaur, 2025; Cayak, 2024; Teo, 2011).

Again, in the One-way ANOVA analysis of Objective 3, the null hypothesis (H_0)- There exists no statistically significant difference in attitude towards artificial intelligence among college teachers with respect to disciplines, was not significant at the 0.05 level. Thus, the null hypothesis was not rejected. The analysis revealed that there were no significant differences among teachers from different disciplines, such as arts, science, and commerce, suggesting that AI was used equally across all disciplines. This result is supported by the findings of Mutlu Cukurova et al. (2021) highlighted that teachers' attitudes towards Artificial Intelligence are generally consistent and influenced by factors like trust, understanding, and perceived usefulness, rather than their subject domain.

Lastly, in the One-way ANOVA Objective 4, it was found that the null hypothesis (H_0)- There exists no statistically significant difference in attitude towards artificial intelligence among college teachers with respect to teaching experiences, was not significant at the 0.05 level, and therefore, the null hypothesis was not rejected. This revealed that there exists no significant difference in attitude towards artificial intelligence among

college teachers, irrespective of their year of teaching experience. This result of the study is supported by the findings of Mutlu Cukurova et al. (2021), who found that teachers' perceptions of AI are shaped more by understanding, trust, and exposure than by demographic variables like teaching experience. And also, it aligns with the result of Chiu (2021) that says teachers' readiness and perception are influenced more by professional development than years of teaching experience.

Limitations of the study

The sample was limited to 80 participants and a convenient sampling technique was used, the generalizability of study's findings to all colleges affiliated to Gauhati University under Kamrup Metropolitan Districts is limited. Therefore, attitude of teachers towards AI can be conducted with larger sample size. In the present study only the general attitude of college teachers was studied therefore, further study can be conducted with other variables such as AI literacy, Institutional support, AI related training. This study was based on the general attitude of teachers towards AI, therefore further studies can be conducted on examining the attitude of the college teachers on use of AI in education, and Generative AI tools such as ChatGPT, Copilot and others.

Conclusions

Artificial Intelligence (AI) is having a major impact on education by providing teachers and students with innovative

solutions for delivering and receiving quality education. This study examined the attitude of college teachers affiliated to Gauhati University toward Artificial intelligence and how these attitudes vary based on gender. Overall, teachers in the sample possessed a moderate level of attitude toward using AI. Indicating that they have a balanced attitude towards AI, which shows that they know about the benefits of AI and the risks of using AI. Again, in the study, it was found that there exists no significant difference in attitude towards Artificial Intelligence based on gender, discipline and teaching experience, indicating a uniform attitude towards AI irrespective of these variables. Although the overall attitude of teachers was moderate, the findings indicate the need to enhance teachers' attitude towards AI. In order to enhance the attitude towards AI, it is important to give proper training and professional development programmes focusing on the ethical use of AI, awareness of its limitations and using it in right direction. Such programmes can help teachers develop confidence, build competence, and adopt AI more effectively in their professional practices. The results of this study add to the existing literature on teachers' attitudes toward AI in colleges located in Assam while providing useful information to policymakers, educationist and institutions.

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