International Journal of Innovative Information Systems & Technology Research 14(3):323-331, July-Sept, 2026

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DOI:10.5281/zenodo.22877948

Dispositional Characteristics Of Business Educators' Utilization Of Artificial Intelligence Tools For Instructional Delivery In Universities In Rivers State

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ABSTRACT
The Study Focused on Disposition of Business Educators towards adopting Artificial Intelligence Utilization in instructional delivery in Rivers State. The study adopted the descriptive survey research Design. The population of the study consisted of 43 Business Educators. Due to the manageable size the population, Census Sampling Method was adopted. The instrument for Data collection was a self-structured Questionnaire titled "Dispositional Characteristics of Business Educators' Utilization of Artificial intelligence tools for instructional delivery Questionnaire. The instrument was validated by three experts. The reliability of the Instrument was established using test-re-test method with the reliability coefficient of 0.89. Mean and Standard Deviation were used to answer the three (3) research questions, while the three (3) hypotheses were tested using ANOVA at 0.05 level of significance. based on the findings, it was revealed that there is a significant difference in the mean ratings on the level of proficiency of Business educators in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state, it was also revealed that there are high levels of motivation of Business educators in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state in to a high extent and the findings of the study in finally revealed that are level the usefulness of Business educators' utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state to a high extent and it was recommended among others that educational policymakers and university management should build on the already high acceptability level by organizing regular hands-on workshops and certification programs on AI tools for teaching, to reinforce and expand business educators' willingness to adopt these technologies across universities.
Keywords: Dispositional, Business, Educators Utilization, Artificial Intelligence

INTRODUCTION

Business Educators toward adopting artificial intelligence Utilization in teaching Business Education courses maybe as a result of their acceptability level, concern about potential job displacement, ethical concerns, possible resource limitations, level of resistance **(**Amaewhule, Okiridu & Nwoko, 2019). The acceptability level of business educators toward adopting artificial intelligence (AI) Utilization in teaching Business Education courses generally refers to the extent to which educators are open to, willing to, and comfortable with integrating artificial intelligence technologies into their instructional practices. This concept is often measured by assessing dispositions, perceptions, and readiness among educators regarding artificial intelligence tools in educational settings, also Business educators may have several

ethical concerns regarding the adoption of artificial intelligence (AI) Utilization in teaching Business Education courses.

Motivation is a central psychological construct that significantly influences educators' behaviour toward the adoption and utilization of emerging technologies, including artificial intelligence (AI) tools in instructional delivery. Within educational research, motivation is often conceptualized as the internal and external forces that initiate, guide, and sustain goal-oriented behaviors (Ryan & Deci, 2020). In the context of AI integration, motivation determines the extent to which educators are willing to explore, adopt, and consistently use AI-driven instructional tools. A dominant framework for understanding motivation is Self-Determination Theory, which distinguishes between intrinsic motivation (engaging in an activity for inherent satisfaction) and extrinsic motivation (engaging due to external rewards or pressures). Empirical studies have consistently shown that intrinsically motivated educators are more likely to experiment with innovative technologies and integrate them meaningfully into instructional practices (Deci & Ryan, 2000; Ryan & Deci, 2020).

Intrinsic motivation has been identified as a strong predictor of technology adoption among educators. Teachers who are driven by curiosity, interest, and a desire for professional growth tend to explore AI tools more actively and creatively. According to Bond et al. (2023), intrinsically motivated educators are more likely to engage with AI technologies such as intelligent tutoring systems and generative AI platforms, using them to enhance instructional delivery and student engagement. Similarly, Kasneci et al. (2023) found that educators who perceive AI tools as intellectually stimulating and pedagogically valuable demonstrate higher levels of engagement and sustained usage. These educators often experiment with AI Utilization for content generation, personalized feedback, and interactive learning experiences. This finding aligns with earlier research by Teo (2011), which established that intrinsic motivation positively influences teachers' intention to use educational technologies. Furthermore, Xue et al. (2025), in their systematic review, reported that intrinsic motivation fosters a positive learning orientation among teachers, enabling them to continuously update their skills and adapt to technological advancements. This is particularly important in the rapidly evolving field of AI, where continuous learning is essential for effective utilization.

While intrinsic motivation plays a crucial role, extrinsic motivation also significantly influences educators' adoption of AI tools. Extrinsic motivation arises from external factors such as institutional policies, professional requirements, incentives, and recognition (Ryan & Deci, 2020).

Motivation is closely linked to behavioral intention, a key determinant of technology adoption as highlighted in the Technology Acceptance Model and the Unified Theory of Acceptance and Use of Technology. These models emphasize that individuals' motivation influences their dispositions and intentions toward using a technology. Sánchez-Prieto et al. (2024) found that motivated educators are more likely to perceive AI tools as useful and easy to use, which in turn increases their intention to adopt these technologies. Similarly, Zhang et al. (2023) reported that motivation significantly predicts pre-service teachers' acceptance of AI, with highly motivated individuals showing greater willingness to integrate AI into their teaching. In addition, Scherer et al. (2019) demonstrated that motivation interacts with other dispositional factors, such as self-efficacy and dispositions, to influence technology adoption. This suggests that motivation does not operate in isolation but rather in combination with other psychological variables.

Motivated teachers are more likely to participate in training programs, workshops, and self-directed learning initiatives aimed at enhancing their digital and AI-related competencies. Ayanwale et al. (2025) found that motivation significantly predicts teachers' readiness to adopt AI, particularly in terms of their willingness to acquire new skills and knowledge. Similarly, Bond et al. (2023) emphasized that motivated educators are more proactive in seeking opportunities to learn about emerging technologies and integrate them into their instructional practices. This relationship is particularly relevant in the context of AI, where rapid technological advancements require continuous skill development. Without adequate motivation, educators may struggle to keep pace with these changes, leading to underutilization of AI tools.

Perceived usefulness is one of the most influential constructs in technology adoption research and has been widely applied in studies examining the integration of artificial intelligence (AI) in education. Rooted in the Technology Acceptance Model, perceived usefulness refers to the degree to which an individual believes that using a particular technology will enhance their job performance. In the context of instructional delivery, it reflects educators' beliefs about the extent to which AI tools can improve teaching effectiveness, efficiency, and learning outcomes.

Xue et al. (2025) opined that teachers' perception of AI's usefulness significantly shapes their willingness to adopt and continuously use AI tools, reinforcing its central role in technology acceptance. One of the key reasons educators perceive AI as useful is its potential to enhance instructional effectiveness. AI tools enable personalized learning, adaptive content delivery, and real-time feedback, all of which contribute to improved teaching and learning outcomes. According to recent findings, teachers who perceive AI as beneficial for improving instructional efficiency are more likely to integrate it into their teaching practices.

AI Utilization, such as automated grading systems, intelligent tutoring systems, and generative AI tools help educators save time and focus on more meaningful pedagogical activities. This perceived efficiency gain strengthens teachers' belief in the usefulness of AI, thereby increasing their likelihood of adoption. Additionally, AI in classroom assessment reveal that perceived usefulness mediates the relationship between teachers' dispositions and their actual use of AI tools. This suggests that even when educators have positive dispositions toward AI, their perception of its practical value ultimately determines whether they will use it in instructional delivery.

Perceived usefulness does not operate in isolation; rather, it interacts with other dispositional characteristics such as motivation, self-efficacy, and openness to innovation. Empirical evidence shows that intrinsic motivation positively influences teachers' perception of AI's usefulness, as motivated educators are more likely to explore and appreciate the benefits of new technologies. Similarly, self-efficacy plays a crucial role in shaping perceived usefulness. Teachers who are confident in their ability to use AI tools tend to perceive them as more beneficial and easier to integrate into their teaching practices. Furthermore, studies indicate that perceived usefulness can mediate the relationship between these internal factors and actual technology usage. For example, motivated and technologically competent educators are more likely to perceive AI as useful, which in turn increases their likelihood of adopting it.

Proficiency in the use of artificial intelligence (AI) has emerged as a critical determinant of effective instructional delivery in modern educational environments. In the context of AI integration, proficiency refers to the combination of technical skills, pedagogical knowledge, digital competence, and ethical awareness required for the effective use of AI tools in teaching. Empirical studies indicate that without adequate proficiency, educators may struggle to integrate AI tools meaningfully, leading to underutilization or ineffective application in instructional settings.

AI proficiency encompasses a broad range of competencies, including understanding AI concepts, applying AI tools in teaching, evaluating AI-generated outputs, and addressing ethical implications. Recent empirical research emphasizes that AI proficiency goes beyond basic digital literacy and requires specialized knowledge of how AI systems function and how they can be applied pedagogically. Chiu et al. (2024) opined teachers' ability to utilize AI effectively depends on their competence across these domains, highlighting the multidimensional nature of AI proficiency. Similarly, Delcker et al. (2024) defined AI competence as the ability to develop, apply, and evaluate AI tools responsibly in teaching and learning processes, emphasizing that proficiency includes both technical and ethical dimensions.

Digital proficiency refers to educators' ability to use digital technologies effectively, including information and communication technologies (ICT), software Utilization, and online platforms. Hava and Babayiğit (2024) stated that there is a significant relationship between digital proficiency and AI-related competencies, demonstrating that digital skills strongly predict teachers' ability to integrate AI into instructional practices, that although teachers may possess general digital skills, their AI-specific competencies often remain underdeveloped, indicating a gap between digital literacy and AI proficiency.

Statement of the Problem

The importance of artificial intelligence cannot be underemphasized. The artificial intelligence tool has enhanced instructional delivery, especially in teaching and learning of Business Education. Artificial Intelligencecan support Business educators in carrying their pedagogical activities as well as research.

Despite the numerous benefits, the researchers observed that it seems that Business Educators find difficult in the utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state. It was also observed that Business Educators in universities in Rivers State lack the necessary dispositional characteristics to utilize the artificial intelligence for instructional delivery.

Thus, it is based on the above gaps, researchers deemed necessary to determine the Dispositional Characteristics of Business educators' utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state.

Purpose of the Study

The Purpose of the Study was to determine the Dispositional Characteristics of Business educators' utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state. Specifically, the study attempted to.

1. determine the level of proficiency in utilization of artificial intelligence tools among Business Educators for instructional delivery in Universities in Rivers state.
2. determine the level of motivation of Business educators in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state.
3. determine the perceived usefulness of Business educators' utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state.

Research Questions

The following research questions were used for the study.

1. What is the level of proficiency of Business educators in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state**?**
2. What the level of motivation of Business educators in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state**?**
3. What is the usefulness of Business educators' utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state**?**

Hypotheses

The following null hypotheses formulated were tested at 0.05 level significance.

1. There is no significant difference in the mean ratings of Business Educators in on the level of proficiency in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state.
2. There is no significant difference in the mean ratings of Business Educators in on the level of motivation in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state.
3. There is no significant difference in the mean ratings of Business Educators in on the level of usefulness in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state.

METHODS

This study adopted the descriptive survey design. The area of this study was Universities in Rivers state. The population of the study comprised 43 Business Educators. Due to the manageable size of the population, the entire forty-three (43) Business Educators were used for analyses of the study. The instrument for data collection is a structured questionnaire, titled "Dispositional Characteristics of Business Educators Utilization of Artificial Intelligence Tools for Instructional Delivery Questionnaire" (ADBEUAITDQ). The instrument was subjected to face and content validity. In order to establish the reliability of the instrument, test-retest method was adopted using ten (10) Business Educators in university of Uyo, who were not part of the population of study. The reliability of the instrument was

determined using Pearson product moment correlation coefficient (PPMCC) with the result of 0.89 which revealed that the research instrument is reliable to measure what it is meant to measure. The instrument was administered and used for the study. Out of 53 instrument administered 43 were retrieved and used for the study. Mean and Standard Deviation were used to answer the three (3) research questions, while ANNOVA was used to test the hypotheses at 0.05 level of significance.

ANALYSIS OF DATA AND RESULTS

Research Question 1: *What is the level of proficiency of Business educators in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state**?***

Table 1: Computed Means and Standard Deviations Scores of Respondents on the level of proficiency of Business educators in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state (N=43)

S/N	Items	$\bar{x}$	S.D	Remark
1.	I have the technical skills required to use AI tools for teaching.	3.56	.809	HE
2.	I can effectively operate AI-powered Utilization	3.89	.747	HE
3	I understand how AI tools function in educational settings.	3.97	.167	HE
4	I can generate relevant instructional content using AI tools.	3.72	.615	HE
5	I can integrate different AI tools into my teaching activities.	3.83	.447	HE
	Grand Mean/ S.D	3.794	.557	HE

Researcher's Field Survey (2026).

Data contained in table 1: shows the level of proficiency of Business educators in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state. The result in items 1 to 5 showed that there is a high level of proficiency of Business educators in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state with the mean and standard deviation scores of 3.80 and 0.56 meaning to a high extent respectively.

Research Question 2: *What the level of motivation of Business educators in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state**?***

Table 2: Computed Means and Standard Deviations Scores of Respondents on the level of motivation of Business educators in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state (N=43)

S/N	Items	$\bar{x}$	S.D	Remark
1.	I am motivated to use AI tools to improve my teaching effectiveness	3.94	.893	HE
2.	I use AI tools because I enjoy exploring new teaching methods	3.67	.535	HE
3	I am willing to invest time inn learning AI tools to teaching	3.81	.467	HE
4	I feel personally satisfied when I use AI tools in teaching	3.75	.439	HE
5	I am committed to integrating AI tools into my instructional practices	4.08	.604	VHE
	Grand Mean / S.D	3.85	.587	HE

Researcher's Field Survey (2026)

The result in table 2 shows that there are high levels of motivation of Business educators in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state in to a high extent with the grand mean and standard deviation of 3.85 and 0.59. With all the items showing to a high extent, except for item five which shows to a very high extent that Business Educators utilize artificial intelligence when mobilized.

Research Question 3: *What is the usefulness of Business educators' utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state**?***

Table 3: Computed Means and Standard Deviations Scores of Respondents on the usefulness of Business educators' utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state(N=43)

S/N	Items	$\bar{x}$	S.D	Remark
1.	AI tools enhance the quality of my instructional delivery	3.97	.736	HE
2.	AI tools improve my effectiveness as a Business Educator.	3.72	.701	HE
3	Using AI tools enables me to accomplish reaching tasks more quickly.	3.67	.717	HE
4	AI tools make lesson preparation more efficient .	3.56	.735	HE
5	AI tools increase my productivity in teaching activities.	3.83	.737	HE
	Grand Mean / S.D	3.75	.725	HE

Researcher's Field Survey (2026)

Data contained in table 6: showed that Artificial Intelligence is useful to Business Educators. It was revealed that level the usefulness of Business educators' utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state to a high extent with the grand mean and standard deviation of 3.75 and 0.73.

Testing of Hypotheses

Hypotheses were tested using descriptive survey design

Hypothesis 1: There is no significant difference in the mean ratings of Business Educators in on the level of proficiency in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state.

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Table 4: ANOVA on the Mean Ratings ratings of Business Educators in on the level of proficiency in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state.

Sources of Variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.420	2	.210	2.100	.139
Within Groups	3.279	33	.100		
Total	3.719	35			

Source: Researcher's Field Survey (2026)

From table 4, the F value of 2.100 is greater than the sign value of .139 at 0.05% level of significance and degree of freedom of 2 and 36. While the sum of squares (SS) for between groups was .420 and the (mean

sum of squares (MS) .210, for within groups (Error Variance), it was 3.279 and .100 respectively. Thus, the null hypothesis of no significant difference in the mean ratings of Business Educators in on the level of proficiency in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state was rejected, confirming that there is a significant difference in the mean ratings of Business Educators in on the level of proficiency in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state.

Hypothesis 2: There is no significant difference in the mean ratings of Business Educators in on the level of motivation in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state.

Table 5: ANOVA on the Mean Ratings of Business Educators in on the level of motivation in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state

Sources of Variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.152	2	.074	1.101	.345
Within Groups	2.268	33	.067		
Total	2.430	35			

Source: Researcher's Field Survey (2026)

From table 5, the F-calculated value of 1.101 is greater than the sign value of .345 at 0.05% level of significance and degree of freedom of 2 and 36. While the sum of squares (SS) for between groups was .152 and the (mean sum of squares (MS) .074, for within groups (Error Variance), it was 2.268 and .067 respectively. Thus, the null hypothesis of no significant difference in the mean ratings of Business Educators in on the level of motivation in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state was rejected, confirming that there is a significant difference in the mean ratings of Business Educators in on the level of motivation in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state.

Hypothesis 3: There is no significant difference in the mean ratings of Business Educators in on the level of usefulness in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state.

Table 6: ANOVA on the Mean Ratings of Business Educators in on the level of usefulness in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state.

Sources of Variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.856	2	1.418	13.468	.000
Within Groups	3.294	33	.104		
Total	6.350	35			

Source: Researcher's Field Survey (2026)

From table 6, the F- value of 13.468 is greater than the sign value of .001 at 0.05% level of significance and degree of freedom of 2 and 36. While the sum of squares (SS) for between groups was 2.856 and the (mean sum of squares (MS) 1.418, for within groups (Error Variance), it was 3.294 and .104 respectively. Thus, the null hypothesis of no significant difference in the mean ratings of Business Educators in on the level of usefulness in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state was rejected, that verifies that there is a significant difference in the mean ratings of Business Educators in on the level of usefulness in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state.

Summary of Major Findings

Major findings from the research work are as follows:

1. Business Educators to higher extent have a level of proficiency in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state.
2. Business Educators to higher extent motivated in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state.
3. Business Educators to higher extent find Artificial intelligent useful for instructional delivery in Universities in Rivers state.

DISCUSSION OF FINDINGS

Research Question and hypothesis 1: The result in items 1 to 5 showed that there is a high level of proficiency of Business educators in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state. Supporting this, Wang et al. (2026) emphasized that digital competence is a key factor in educational transformation, particularly in the age of AI, where teachers are expected to design technology-enhanced learning environments and facilitate digital learning experiences. In line with the above, Babayiğit (2024) stated that there is a significant relationship between digital proficiency and AI-related competencies, demonstrating that digital skills strongly predict teachers' ability to integrate AI into instructional practices, that although teachers may possess general digital skills, their AI-specific competencies often remain underdeveloped, indicating a gap between digital literacy and AI proficiency.

Furthermore, Galindo-Domínguez et al. (2024) observed that teachers with higher levels of digital competence demonstrate more positive dispositions toward AI and are more likely to adopt AI tools in their teaching. This suggests that digital proficiency not only supports technical capability but also influences educators' perceptions and readiness to use AI. Proficiency is the integration of AI within pedagogical frameworks, particularly the Technological Pedagogical Content Knowledge (TPACK) model. AI-TPACK extends this model by incorporating AI-specific competencies into teaching practice.

Research Question and hypothesis 2: The findings of the study in research question two revealed that Business Educators are motivated to use AI tools to improve instructional delivery. The findings are in line with Deci and Ryan (2000), that motivation influence users' dispositions and intentions toward using a technology. In agreement with above statement, Sánchez-Prieto et al. (2024) found that motivated educators are more likely to perceive AI tools as useful and easy to use, which in turn increases their intention to adopt these technologies. Similarly, Zhang et al. (2023) reported that motivation significantly predicts pre-service teachers' acceptance of AI, with highly motivated individuals showing greater willingness to integrate AI into their teaching.

Research Question and hypothesis 3: The study revealed that Artificial Intelligence is useful to Business Educators. It was also revealed that level the usefulness of Business educators' utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state to a high extent. In agreement the above findings. Xue et al. (2025) stated that educators perceive AI as useful is its potential to enhance instructional effectiveness. In line with the above, it revealed that AI tools are useful for teachers' pedagogical advancement and productivity.

CONCLUSION

The Study was to determine the Dispositional Characteristics of Business educators' utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state. The findings of the study revealed that there is a high level of proficiency of Business educators in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers State. The finding of the study in research question two revealed that there is a high levels of motivation of Business educators in utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state in to a high extent. The finding of the study in research question three revealed that there is a high level the usefulness of Business educators' utilization of artificial intelligence tools for instructional delivery in Universities in Rivers state to a high extent.

RECOMMENDATIONS

Based on the findings of the study the following recommendations were made:

1. Educational policymakers and university management should build on the already high acceptability level by organizing regular hands-on workshops and certification programs on AI tools for teaching, to reinforce and expand Business Educators' willingness to adopt these technologies across universities.
2. University administrators should engage Business Educators in transparent dialogue and professional development initiatives that emphasize AI as a supportive teaching aid rather than a replacement, to reduce fear of job displacement and promote collaborative human-AI teaching models.
3. Curriculum planners and faculty boards should develop institutional AI usage guidelines and ethics training modules for Business Educators, to address ethical concerns and ensure responsible and transparent integration of AI in teaching practices.

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