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Artificial Intelligence Literacy and Attitudes: A Study on Pre-Service Science Teachers

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Abstract: The increasing integration of artificial intelligence (AI) into educational contexts highlights the need to examine pre-service teachers' competencies in this domain, along with their attitudes toward AI. In this regard, AI literacy encompasses individuals' ability to understand, critically evaluate, and effectively utilize AI technologies in an informed and responsible manner. The present study aimed to investigate the relationship between pre-service science teachers' AI literacy levels and their attitudes toward AI. A quantitative research design employing a correlational survey model was used. The study was conducted with 75 pre-service science teachers enrolled in a faculty of education. Data were collected through the Artificial Intelligence Literacy Scale and the Artificial Intelligence Attitude Scale. Descriptive statistics were computed, and Pearson product-moment correlation analysis was applied following the confirmation of normality assumptions. The findings indicated that pre-service science teachers had a mean AI literacy score of 5.44 and a mean AI attitude score of 3.58, indicating comparatively higher AI literacy and generally positive attitudes toward artificial intelligence. Moreover, a positive, moderate, and statistically significant relationship was found between AI literacy and attitudes toward AI ($r = 0.430$, $p < 0.05$). These results suggest that higher levels of AI literacy are associated with more favorable attitudes toward AI, although attitudinal development may be influenced by additional cognitive and affective factors beyond literacy alone. Accordingly, it can be inferred that interventions aimed at enhancing pre-service teachers' AI literacy may also contribute to the development of more positive and informed attitudes toward AI integration in educational settings.

Keywords: Artificial intelligence literacy, Attitudes toward artificial intelligence, Pre-service science teachers.

Introduction

Artificial intelligence (AI) is defined as a set of advanced computational systems capable of simulating the processes of perception, learning, reasoning, and problem-solving characteristic of human cognition (Russell & Norvig, 2020). Today, rapidly advancing AI technologies have become a transformative force that extends far beyond technical fields such as engineering and computer science, influencing virtually every aspect of social life. This transformation goes beyond reshaping individuals' daily life practices; it also directly impacts educational systems, learning processes, and individuals' professional preparation (Luckin et al., 2016).

In the context of education, artificial intelligence technologies offer multifaceted contributions, such as creating personalized learning experiences, improving teaching processes through data-driven approaches, and making educational administration more effective. It is noted that AI-based learning environments support deeper and more meaningful learning by reducing students' cognitive load (Zawacki-Richter et al., 2019). In this context, artificial intelligence is viewed not merely as a tool supporting pedagogical processes, but also as a strategic element preparing individuals for a future defined by data-driven decision-making mechanisms and automation (Skalka et al., 2025).

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In particular, the widespread adoption of generative AI systems such as ChatGPT, Gemini has significantly increased the accessibility of AI technologies, making it possible for broad user groups to experience them. This development has accelerated the integration of AI into daily life while laying the groundwork for a reshaping of individuals' perceptions, awareness, and attitudes toward these technologies. As a result, AI has moved beyond its limited, specialized application areas to become a key component of educational environments.

This transformation process necessitates the development of individuals who are not only capable of using artificial intelligence technologies but who can also understand them, evaluate them critically, and question them within an ethical framework. At this point, the concept of "AI literacy" comes to the fore. AI literacy is a multidimensional competency that encompasses individuals' abilities to understand, evaluate, and effectively use AI systems in accordance with ethical principles (Long & Magerko, 2020). This competency is not limited to technical knowledge alone; it exhibits an integrated structure that includes skills such as data literacy, critical thinking, and ethical awareness (Çelebi et al., 2023).

Indeed, the frameworks established by UNESCO address AI literacy not only in terms of technical skills but also in terms of ethical responsibility, social impact, and human-centered thinking (UNESCO, 2021). This approach highlights the need to structure AI education from an interdisciplinary perspective. Furthermore, the literature emphasizes that AI literacy enhances individuals' critical thinking, problem-solving, and creative thinking skills and enables more informed participation in digital transformation.

However, the effective use of artificial intelligence technologies in educational settings depends not only on individuals' cognitive competencies but also on the attitudes they develop toward these technologies. Attitudes toward artificial intelligence are conceptualized as a multidimensional construct encompassing individuals' knowledge and beliefs (cognitive), emotional responses (affective), and usage tendencies (behavioral) regarding these technologies (Teo, 2011; Kerschner & Ehlers, 2016). In this regard, attitude serves as a key indicator in explaining the extent to which individuals adopt artificial intelligence and the degree to which they use it in their daily lives (De Freitas et al., 2023).

The adoption of artificial intelligence technologies at both the individual and societal levels is also largely shaped by these attitudes. Individuals' assessments of the opportunities offered by artificial intelligence and the potential risks it poses directly influence their propensity to accept and use these technologies (Schepman & Rodway, 2020; Sindermann et al., 2021). Indeed, the social sciences literature demonstrates that attitudes are strong predictors of individual behavior (Ajzen, 1991), and this makes the examination of attitudes toward artificial intelligence important not only at the level of perception but also in terms of predicting behavioral outcomes.

In the literature, it is observed that attitudes toward artificial intelligence generally exhibit a dual structure. While positive attitudes are mostly grounded in AI's potential to support decision-making processes, increase efficiency, and solve complex problems; negative attitudes, on the other hand, are shaped around concerns such as perceived threats to job security, ethical issues, and loss of control (Schepman & Rodway, 2020; Sindermann et al., 2021). However, many empirical studies indicate that individuals' attitudes toward artificial intelligence do not concentrate entirely at the positive or negative extremes; rather, they tend to follow a moderate and balanced pattern (Schepman & Rodway, 2020; Sindermann et al., 2021).

When considered in the context of pre-service teachers, attitudes toward artificial intelligence emerge as one of the critical variables determining the quality of future teaching practices. The literature indicates that individuals' attitudes toward technology are significantly associated with their intentions to use these technologies and their levels of technological literacy (Liu, 2010). In this regard, it is suggested that positive attitudes toward artificial intelligence enhance individuals' motivation to learn these technologies and strengthen their propensity to use them.

On the other hand, it appears that attitudes toward artificial intelligence are influenced not only by the level of knowledge but also by individuals' experiences, levels of anxiety, and sociocultural contexts. In particular, AI anxiety can lead individuals to develop reservations about these technologies; conversely, it is noted that more positive attitudes emerge as familiarity with and experience of AI increase (Park & Woo, 2022; Schepman & Rodway, 2020). Additionally, issues such as data privacy, ethical concerns, and occupational transformation are among the key factors shaping individuals' perceptions of AI.

In this context, examining the relationship between AI literacy and attitudes toward AI offers significant implications both theoretically and practically. It is anticipated that individuals who better understand artificial intelligence tend to develop more informed and positive attitudes toward this technology. Establishing this

relationship will contribute to the more effective structuring of educational programs and teacher training processes. In this context, the aim of this study is to examine the nature and extent of the relationship between science teacher candidates' levels of artificial intelligence literacy and their attitudes toward artificial intelligence, and to analyze the interaction between these variables from a holistic perspective.

Method

In this study, the correlational survey model—one of the quantitative research methods—was employed. The correlational survey model is a quantitative research design aimed at determining the degree of co-variation between two or more variables, as well as the direction and strength of the relationship between them (Karasar, 2012). The study examined the relationship between science teacher candidates' levels of artificial intelligence literacy and their attitudes toward artificial intelligence. The research was conducted with 75 science teacher candidates enrolled in the faculty of education at a state university.

Data Collection Tools

The data collection tools used in the study were the Artificial Intelligence Literacy Scale—originally developed by Wang et al. (2022) and adapted into Turkish by Çelebi et al. (2023)—and the Artificial Intelligence Attitude Scale developed by Aktay, Gök, and Yıldırım (2024).

Artificial Intelligence Literacy Scale

Developed by Wang et al. (2022) and adapted into Turkish by Çelebi et al. (2023). The scale, designed as a 7-point Likert-type scale, consists of a total of 12 items. It has four subscales: Awareness (ability to define technology), Usage (ability to use it proficiently in daily tasks), Evaluation (identifying the limits/capacity of tools and selecting the appropriate solution), and Ethics (adhering to privacy rules and being cautious against malicious use). The Cronbach's alpha internal consistency for the scale is 0.85, and the reliability coefficients for the subscales are 0.72, 0.74, 0.76, and 0.72, respectively. The overall scale and its subscales are considered reliable. In this study, Cronbach's Alpha reliability coefficients were calculated to determine internal consistency. The Cronbach's Alpha value for the Artificial Intelligence Literacy Scale was calculated as 0.75.

Artificial Intelligence Attitude Scale

It was developed by Aktay, Gök, and Yıldırım (2024). This scale, which uses a 5-point Likert-type rating, consists of a total of 13 items. It has three subscales: Benefits (beliefs regarding the positive contributions of artificial intelligence to humanity and life), Risks (concerns about threats, communication, or loss of employment), and Usage (the tendency to use tools practically for conversation, entertainment, or content creation). The scale's Cronbach's alpha internal consistency is 0.80, and the reliability of its subscales is 0.78, 0.73, and 0.68, respectively.

The overall scale and its subscales are considered reliable. In this study, Cronbach's Alpha reliability coefficients were calculated to determine internal consistency. In the analysis of the Artificial Intelligence Attitude Scale based on the data obtained in this study, Cronbach's Alpha values were calculated as follows: $\alpha = 0.91$ for the “benefits of artificial intelligence” subscale, $\alpha = 0.74$ for the “risks of artificial intelligence” subscale, $\alpha = 0.84$ for the “use of artificial intelligence” subscale, and $\alpha = 0.85$ for the scale as a whole.

Data Analysis

The SPSS (Statistical Package for the Social Sciences) program was used to analyze the data in the study. Descriptive statistics were calculated, and since the variables followed a normal distribution, the Pearson product-moment correlation coefficient was applied.

Findings

This section presents the findings regarding pre-service science teachers' levels of artificial intelligence (AI) literacy, their attitudes toward AI, and the relationship between these variables.

Findings on Pre-Service Science Teachers' AI Literacy Levels and Their Attitudes Toward AI

The results of the analyses concerning pre-service science teachers' AI literacy levels and their attitudes toward AI are presented in Table 1.

Table 1. Descriptive statistics of artificial intelligence literacy and attitude scores

	n	Minimum	Maximum	Mean ($\bar{X}$)	SD
Artificial Intelligence Literacy	75	2,67	7,00	5,44	774
Attitudes Toward Artificial Intelligence	75	1,31	4,85	3,58	641

As shown by the descriptive analyses, the mean score for AI literacy among pre-service science teachers was $\bar{X} = 5.44$ (SD = 0.774), indicating a relatively high level of AI literacy. The mean score for attitudes toward AI was $\bar{X} = 3.58$ (SD = 0.641), suggesting a relatively positive attitude toward artificial intelligence.

Findings on the Relationship Between AI Literacy Levels and Attitudes Toward AI

The results of the correlation analysis examining the relationship between pre-service science teachers' AI literacy levels and their attitudes toward AI are presented in Table 2.

Table 2. Correlation between artificial intelligence literacy and attitudes toward artificial intelligence

	N	R	p
Artificial Intelligence Literacy	75	430	000
Attitudes Toward Artificial Intelligence			

Examination of Table 2 reveals a statistically significant relationship between AI literacy levels and attitudes toward AI ($p < 0.05$). The correlation coefficient ($r = 0.430$) indicates that this relationship is positive and of moderate strength. This finding suggests that as pre-service science teachers' AI literacy levels increase, their attitudes toward AI become more positive.

Findings on the Subdimensions of AI Literacy

The descriptive statistics and correlation analysis results related to the subdimensions of AI literacy are presented in Table 3.

Table 3. Descriptive statistics and pearson correlation results for artificial intelligence literacy subdimensions

Subdimension	Ort.	S.S.	1	2	3	4
Awareness	5,32	.905	-			
Use	5,48	1.11	.283	-		
Evaluation	5,63	1.10	.435	.449	-	
Ethics	5,32	1.23	.123	.274	.448	-

* $p < .05$, ** $p < .01$

An examination of the mean scores reveals that all subdimensions of AI literacy—Awareness ($\bar{X} = 5.32$), Use ($\bar{X} = 5.48$), Evaluation ($\bar{X} = 5.63$), and Ethics ($\bar{X} = 5.32$)—are at a high level. Considering the standard deviation values (.905–1.23), it can be stated that the participants' scores do not exhibit substantial dispersion and are relatively homogeneous.

The correlation analysis indicates positive relationships ranging from weak to moderate strength between the Awareness subdimension and Use ($r = .283$), Evaluation ($r = .435$), and Ethics ($r = .123$). Positive relationships were also identified between Use and Evaluation ($r = .449$) and between Use and Ethics ($r = .274$). The strongest relationships were observed between Evaluation and Ethics ($r = .448$) and between Evaluation and Use ($r = .449$). These findings suggest that as AI evaluation skills increase, both ethical awareness and usage levels also increase.

Overall, the results demonstrate that all subdimensions of AI literacy are consistent with and supportive of one another.

Findings on the Subdimensions of Attitudes Toward AI

The descriptive statistics and correlation analysis results related to the subdimensions of attitudes toward AI are presented in Table 4.

Subdimension	Mean	SD	1	2	3
Benefits of Artificial Intelligence	3,58	.774	-		
Risks of Artificial Intelligence	1,84	.641	.331	-	
Use of Artificial Intelligence	2,70	.486	.558	.414	

** $p < .01$

The mean scores indicate that participants' perceptions of the benefits of AI ($\bar{X} = 3.58$) are at a moderate level, whereas perceptions of AI-related risks ($\bar{X} = 1.84$) and AI use ($\bar{X} = 2.70$) range from low to moderate levels. Examination of the standard deviation values (.774-.486) shows that participants' responses are relatively consistent and do not vary widely.

Correlation analysis revealed a positive and weak relationship between perceived benefits and risks of AI ($r = .331$). A positive and moderately strong relationship was found between perceived benefits and AI use ($r = .558$), indicating that individuals who perceive greater benefits of AI are more willing to use AI technologies. Additionally, the relationship between perceived risks and AI use ($r = .414$) reflects a positive, moderate-level association. Overall, these findings demonstrate that participants' perceptions of AI benefits, risks, and usage are coherent and that perceived benefits play a particularly influential role in shaping AI usage behaviors.

Conclusion and Recommendations

This study examines the relationships between science teacher candidates' levels of artificial intelligence literacy and their attitudes toward artificial intelligence within a comprehensive framework. The findings indicate that teacher candidates have high levels of AI literacy but moderate attitudes toward AI. This suggests that while teacher candidates possess strong competencies in recognizing, evaluating, and ethically using AI, they adopt a more cautious approach regarding usage tendencies and trust in the technology. This finding suggests that a high level of knowledge and awareness does not always directly translate into a high level of positive attitude; in particular, factors such as ethics, trust, and risk perception may play a decisive role in shaping attitudes.

The study found a positive, medium-level, and statistically significant relationship between AI literacy and attitudes toward AI. This result indicates that as the level of AI literacy increases, individuals' attitudes toward the technology become more positive. Indeed, this finding aligns with the views of Long and Magerko (2020) and Ng et al. (2021), who defined AI literacy as a multidimensional competency domain that enables individuals to engage with technology more consciously. Furthermore, these results are consistent with findings reported by Akhmadieva et al. (2026) and Mart and Kaya (2024), supporting the notion that high levels of literacy are associated with more balanced and positive attitudes.

Upon examining the subdimensions of AI literacy, it was determined that the evaluation dimension, in particular, exhibits strong correlations with both usage and ethical awareness. This finding indicates that pre-service teachers' ability to accurately assess the capabilities and limitations of AI tools plays a decisive role in their use of these technologies within a conscious and ethical framework. This finding aligns with studies emphasizing the central role of critical evaluation skills in digital and media literacy (Jenkins, 2009; Selwyn, 2019). Therefore, it can be argued that AI literacy is not limited to a level of technical knowledge alone; rather, it exhibits a multidimensional structure that deepens particularly through critical evaluation skills. This is further supported by studies revealing the differing effects of various types of literacy on attitudes toward AI. Indeed, it is noted that digital literacy is positively associated with positive attitudes toward AI, while media literacy is more closely linked to the dimensions of ethical and responsible use (Saklaki and Gardikiotis, 2024). In this context, the fact that the evaluation dimension in the current study shows strong relationships with ethical awareness and usage tendencies once again highlights the multidimensional nature of AI literacy and, in particular, the decisive role of critical evaluation skills.

When examining the subdimensions of attitudes toward artificial intelligence, it is observed that pre-service teachers' perceived benefits are at a medium level, their perceived risks are low, and their usage intentions are also at a medium level. When evaluating the relationships among the attitude dimensions, it was determined that the strongest relationship exists between perceived benefits and usage intentions. This finding aligns with the Technology Acceptance Model, which emphasizes the decisive role of perceived benefits in influencing the intention to use technology (Davis, 1989; Venkatesh et al., 2003). Indeed, it can be said that individuals who perceive artificial intelligence as beneficial are more willing to use this technology and integrate it into educational processes. This finding is further supported by the results presented by Yeniçeri and Kenan (2025), which indicate that teacher candidates with prior experience in artificial intelligence exhibit more positive attitudes. On the other hand, some studies in the literature suggest that gender-based differences may also influence individuals' attitudes toward technology (Skalka et al., 2025). These studies indicate that among women, the relationship between readiness and perceived benefit is stronger, and perceived suitability plays a more decisive role in usage tendency; whereas among men, readiness is more dominant in the overall evaluation of technology. This suggests that artificial intelligence literacy (readiness) is associated with attitude dimensions (particularly perceived benefit and usage intention).

Overall, the research findings reveal a significant and positive interaction between AI literacy and attitudes; in particular, they demonstrate that evaluation skills play a crucial role in shaping both ethical awareness and the tendency to use AI. In this context, it can be argued that practices aimed at developing AI literacy in teacher training programs should not be limited to merely transferring knowledge; rather, they should be structured to include critical evaluation, ethical awareness, and application-based experiences.

In this regard, the study has developed the following recommendations:

- Training based on ethical principles, algorithmic bias, privacy, security, and transparency can be provided to help teacher candidates develop conscious and responsible usage skills.
- Educational programs can be enhanced with training that incorporates in-class usage examples, content creation, data analysis, simulations, and interactive activities to enable students to apply theoretical knowledge in practical settings.
- The integration of artificial intelligence into science education should be supported by assessment and evaluation, experiment simulations, concept instruction, and problem-solving applications.
- It is anticipated that studies conducted across various disciplines and in-depth research using qualitative or experimental methods will contribute to a more comprehensive understanding of the dynamics between AI literacy and attitudes.

Scientific Ethics Declaration

* The authors declare that the scientific ethical and legal responsibility of this article published in EPES journal belongs to the authors.

Conflict of Interest

* The authors have no conflicts of interest declare relevant to the content of this article.

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