



A Comparative Study of Artificial Intelligence Awareness among Government and Private School Teachers

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1. Abstract

Artificial Intelligence (AI) is rapidly transforming the educational landscape by enhancing classroom instruction, assessment practices, and school administration. Teachers' awareness and understanding of AI have become essential for the effective integration of emerging technologies into teaching and learning. The present study aims to compare the level of Artificial intelligence awareness among government and private secondary and higher secondary school teachers. The study examines teachers' awareness across multiple dimensions, including conceptual understanding of AI, perceptions of its benefits and risks, knowledge of educational applications, and the use of AI tools in classroom practices. A descriptive survey method was adopted for the study. Data were collected from government and private school teachers using a standardized Artificial Intelligence Awareness Scale. The collected data were analyzed using appropriate statistical techniques to compare the awareness levels of the two groups. The findings indicate that teachers from both government and private schools possess a moderate level of AI awareness. However, statistically significant differences were observed in certain dimensions of AI awareness. Private school teachers generally demonstrated greater exposure to AI tools, higher levels of practical experience, and better access to professional development opportunities related to AI. In contrast, government school teachers exhibited comparatively lower levels of awareness and practical engagement with AI technologies, highlighting the need for targeted interventions. The study emphasizes the importance of government-supported AI literacy initiatives and continuous professional development programmes to bridge the awareness gap and promote equitable AI integration across all schools. The findings have important implications for teacher education, educational policy, curriculum planning, and technology integration strategies. Furthermore, the study provides a foundation for future research on AI readiness and digital competence among teachers in diverse educational settings.

Keywords: Artificial Intelligence Awareness; Government School Teachers; Private School Teachers; AI in Education

2. Introduction

Artificial Intelligence (AI) refers to the simulation of human intelligence processes, such as learning, reasoning, and problem-solving, by computer systems and machines. In recent years, AI has emerged as one of the most transformative forces in education, influencing personalized learning, intelligent tutoring systems, automated assessment, administrative data management, and early-warning systems for student dropout. As AI tools such as chatbots, adaptive learning platforms, and AI-based grading systems become increasingly embedded in everyday teaching practice, teachers' awareness and understanding of AI have become essential prerequisites for its meaningful and ethical integration into classrooms.

In India, the National Education Policy (NEP) 2020 has explicitly called for the integration of AI and computational thinking across all levels of schooling, and the Central Board of Secondary Education has introduced AI as a formal elective subject from Classes IX to XII. Government initiatives such as the "AI for All" programme and large-scale teacher-training drives aim to build AI literacy among educators across the country. However, the extent to which these initiatives have translated into actual awareness and competence among teachers may differ considerably between government and private schools, owing to differences in infrastructure, access to digital devices and the internet, exposure to professional development programmes, and institutional encouragement for technology adoption.

Government schools in many contexts face resource constraints, limited access to high-speed internet and computing devices, and fewer opportunities for structured AI-related training, whereas private schools, particularly those catering to higher socio-economic strata, often have greater access to digital infrastructure, in-house technology training, and institutional mandates encouraging the use of AI-based tools. At the same time, existing international research presents a more nuanced picture, with some studies reporting no significant difference in AI awareness based on school type, suggesting that individual factors such as personal interest, internet usage habits, and participation in training may matter more than institutional type alone.

Given this evolving and somewhat contradictory evidence base, the present study seeks to empirically examine and compare the level of Artificial Intelligence awareness among government and private secondary and higher secondary school teachers, with a focus on conceptual knowledge of AI, awareness of its

educational applications, perceived benefits and risks, and actual usage patterns, so as to generate evidence that can inform targeted teacher-training policies and AI-literacy interventions.

3. Review of Literature

The following section reviews empirical studies related to teachers' awareness of Artificial Intelligence in education, with particular attention to comparisons between government/public and private school contexts.

Ferikoğlu, D., & Akgün, E. (2022). An investigation of teachers' artificial intelligence awareness: A scale development study. The purpose of this study was to develop and validate a reliable and valid scale to measure teachers' AI awareness across multiple dimensions. The investigator has taken 561 teachers (private and public/government school teachers, all levels) as a Sample from Turkey. The present study is Quantitative, scale-development and validation study. The result of this study reveals that a four-dimensional structure of AI awareness (conceptual knowledge, application knowledge, ethical awareness, and attitude) was confirmed through factor analysis; teachers of Educational Technology, Philosophy, Chemistry, Physics, and Information Technology branches showed comparatively higher awareness than those in Special Education, Visual Arts, and Health Sciences. This foundational study provided a validated AI Awareness Scale that has since been widely used in subsequent teacher-awareness research, including studies directly comparing government and private school teachers.

Northern Cyprus Case Study (2024). Exploring teacher awareness of artificial intelligence in education: A case study from Northern Cyprus. To examine whether teachers' AI awareness varies by socio-demographic characteristics, school type (public/private), and technology access. The researcher had taken 164 teachers as a Sample across primary school, secondary school, high school, and university levels. The place of study was Northern Cyprus. The Nature of Study was Quantitative survey using the AI Awareness Scale of Ferikoğlu and Akgün (2022). The result of this study revealed that demographic factors including school type (public vs. private), age, gender, and education level did not significantly affect overall AI awareness; AI use was slightly, but not significantly, more prevalent among private school teachers than government/public school teachers; technology and internet usage hours were more strongly associated with AI awareness than institutional type. This study suggests that the government-private school distinction may be less influential on teacher AI awareness than individual technology-usage habits, offering an important contrast to the present study's hypothesis.

Bulut, R. (2026). Mapping teachers' awareness of artificial intelligence in the changing education paradigm: Insights from a mixed methods inquiry. The aim of this study was to comprehensively examine teachers' AI awareness status using a mixed-methods triangulation design. The investigator selected 260 teachers from primary, secondary, and high schools. The present study was Mixed-methods (quantitative survey and qualitative interviews). The study found that teachers showed a moderate level of AI awareness overall; awareness improved with AI tool use, training participation, following AI-related publications, and greater daily internet use; teachers held an ambivalent perception, acknowledging AI's benefits while expressing concern that it cannot replicate affective skills such as empathy. The summary of the study highlights that AI awareness is shaped more by training and exposure than by demographic variables alone, reinforcing the need for structured professional development programmes for both government and private school teachers.

Fteiha, M., Al-Rashaida, M., & Ghazal, M. (2025). General and special education teachers' readiness for artificial intelligence in classrooms: A structural equation modeling study of knowledge, attitudes, and

practices in select UAE public and private schools. The purpose of this study was to examine the knowledge, attitudes, practices (KAP) of teachers regarding AI integration and to test a structural model linking these constructs. The Sample of the study was 161 general and special education teachers from public and private schools. The place of study was United Arab Emirates. The Nature of study was Quantitative, structural equation modeling (SEM) study. The result of the study was that teachers' attitudes significantly predicted AI-related classroom practices; knowledge had a weaker but positive association with practice; knowledge influenced practice indirectly through attitudes; AI engagement varied moderately by gender and academic position, with private and urban school teachers showing relatively higher engagement. The summary of this study demonstrates that positive attitudes toward AI, rather than knowledge alone, are the strongest predictor of actual AI usage, with some evidence of higher readiness among private school teachers compared to public school teachers.

Karan, B., & Angadi, G. R. (2025). Artificial Intelligence integration into school education: A review of Indian and foreign perspectives. The aim of this study was to explore the promise and potentiality of AI in school education and to review initiatives, strategies, and policy steps undertaken in India and other countries. The Sample was not applicable (systematic literature review of secondary sources). The place of study was not applicable (systematic literature review of secondary sources). The nature of study was Systematic review. The result of the study revealed that AI is reported to increase grading efficiency, support multi-graded and multi-level learning units in resource-constrained government schools, enable intelligent tutoring tailored to individual learning pace, and assist in predicting student dropout in government school settings; the National Education Policy (2020) and CBSE's AI elective subject were identified as key policy drivers. The summary of this review situates the present comparative study within India's broader policy push for AI literacy and highlights that government schools may benefit substantially from AI-based interventions, provided teacher awareness and infrastructure gaps are addressed.

Education for All in India Report (2026). Artificial Intelligence in Indian school education: Use, misuse, and preventive measures. The aim of the study was to examine the opportunities and risks of AI adoption across India's school education system, including government and private schools. The Sample was not applicable (descriptive policy-analysis report). The place of the research was India. The nature of study was Descriptive/analytical report. The result shows that AI tools are increasingly used by teachers to automate grading, attendance tracking, and record maintenance; UNICEF India's AI/ML-based early-warning systems are being piloted to identify at-risk students; risks include AI-assisted academic dishonesty, data-privacy violations, and algorithmic bias; NEP 2020 and CBSE's AI elective for Classes IX-XII are identified as major enabling policies. The summary shows that the report underscores the dual nature of AI adoption in Indian schools and the continuing need for teacher awareness-building to ensure AI is used ethically and effectively across both government and private institutions.

Ethical Decision-Making Comparative Study (2025). Ethical decision-making in education: A comparative study of teachers and artificial intelligence in ethical dilemmas. The purpose of the study was to compare how teachers and AI systems resolve ethical dilemmas in education across gender, experience, and education level.

The researcher selected 141 public school teachers as a sample. The place of study was Turkey. The nature of study was Qualitative, nested multiple-case design. The findings of this study show that AI-generated decisions aligned with teacher decisions in five of eight ethical dilemmas but differed in three cases, with AI adopting a more analytical and outcome-oriented approach, while teachers emphasized empathy and

adherence to ethical principles. The summary of this study highlights that important ethical and affective dimensions of teaching are not fully replicable by AI, reinforcing the importance of teacher AI-awareness training that includes ethical-use components, particularly relevant for government school teachers with limited prior exposure to AI.

Karsenti, T. (2019). Artificial Intelligence in education: The urgent need to prepare teachers for tomorrow's schools. The aim of this study was to highlight the urgency of preparing teachers, through training and curriculum reform, for the integration of AI in schools. The Sample was not applicable (conceptual/position paper). The study found that teacher-preparation programmes have largely lagged behind technological advancements in AI; there is an urgent need to embed AI literacy into both pre-service and in-service teacher training to prepare teachers, irrespective of school type, for AI-integrated classrooms of the future. The place of study was Canada. The summary of this early and influential paper frames the theoretical rationale for the present study, emphasizing that without systematic teacher-training reform, awareness gaps between differently resourced schools, such as government and private institutions, are likely to persist or widen.

The reviewed literature suggests a mixed but informative picture: while some studies (e.g., the Northern Cyprus case study) report no significant difference in AI awareness by school type, others (e.g., Fteiha et al., 2025) suggest somewhat higher AI readiness among private school teachers, and Indian policy-oriented reviews (Karan & Angadi, 2025; Education for All in India, 2026) highlight significant infrastructural and training disparities that could plausibly affect government school teachers' AI awareness. This contradictory evidence base, combined with the limited number of Indian comparative studies in this specific area, justifies the need for the present empirical investigation.

4. Methodology

4.1 Objectives of the Study

1. To study the level of Artificial Intelligence awareness among government school teachers.
2. To study the level of Artificial Intelligence awareness among private school teachers.
3. To compare the Artificial Intelligence awareness of government and private school teachers with respect to overall awareness and its dimensions (conceptual knowledge, application knowledge, ethical awareness, and attitude towards AI).
4. To compare the Artificial Intelligence awareness of male and female teachers.
5. To suggest measures for enhancing AI awareness and AI-related professional development among school teachers.

4.2 Hypotheses

H1: There is no significant difference between the mean AI awareness scores of government and private school teachers.

H2: There is no significant difference between male and female teachers with respect to overall AI awareness.

H3: There is no significant difference between government and private school teachers on the dimension-wise scores of AI awareness.

4.3 Research Design

The study employed a descriptive survey method of research, suitable for comparing pre-existing groups (government and private school teachers) on a psychological/cognitive construct such as AI awareness, without manipulating any variable.

4.4 Population and Sample

The population of the study comprised secondary and higher secondary school teachers working in government and private schools. A sample of 120 teachers (60 from government schools and 60 from private schools) was selected using the stratified random sampling technique, ensuring proportional representation of male and female teachers, as well as teachers across different subject areas, within each school type.

4.5 Tools Used

The Artificial Intelligence Awareness Scale, originally developed and validated by Ferikoğlu and Akgün (2022), was used to collect data. The scale measures AI awareness across four dimensions: conceptual knowledge of AI, knowledge of AI applications in education, awareness of ethical issues and risks associated with AI, and attitude towards the use of AI in teaching. The reliability and validity of the original scale were established through exploratory and confirmatory factor analysis, and the tool has since been used in multiple cross-cultural studies on teacher AI awareness.

4.6 Procedure of Data Collection

Prior permission was obtained from the respective school administrations. The investigator personally visited the selected government and private schools and administered the AI Awareness Scale to participating teachers after explaining the purpose of the study and ensuring confidentiality of responses. Completed scales were collected on the same day to minimize attrition and ensure a high response rate.

4.7 Statistical Techniques Used

The collected data were analyzed using descriptive statistics (mean and standard deviation), and the t-test was applied to determine the significance of difference between the mean AI awareness scores of government and private school teachers, between male and female teachers, and across the various dimensions of AI awareness.

5. Results and Discussion

The data collected from 120 teachers (60 government school teachers and 60 private school teachers) were analyzed using mean, standard deviation, and t-test. The results are presented below through tables.

5.1 Demographic Distribution of the Sample

Table 1: Distribution of the Teacher Sample

School Type	Male	Female	Total
Government School	26	34	60
Private School	24	36	60
Total	50	70	120

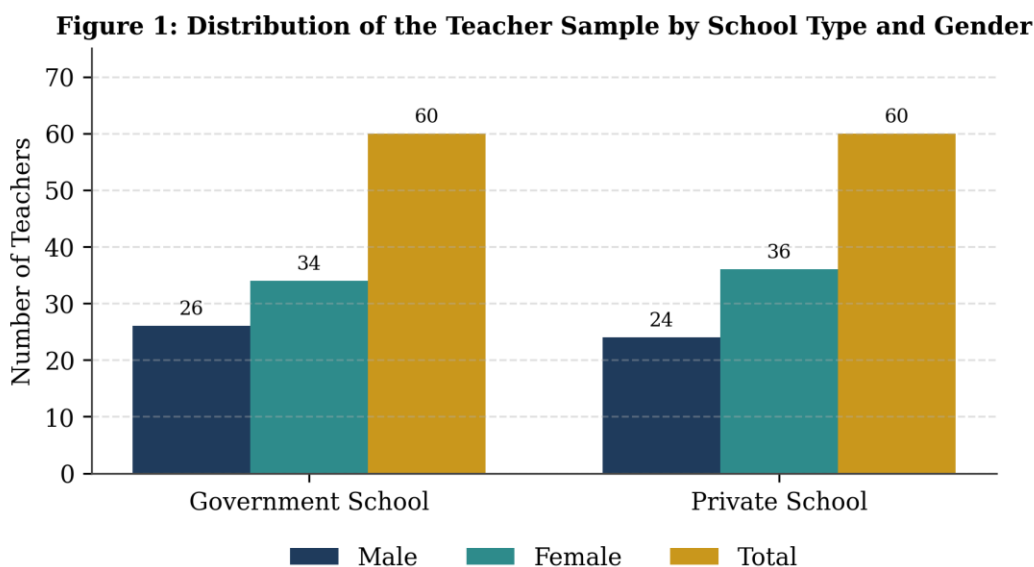


Table 1 shows that the sample of teachers was equally distributed between government and private schools (60 each), with a reasonably balanced representation of male and female teachers in both groups, minimizing sampling bias in the subsequent comparison.

5.2 Comparison of Overall AI Awareness: Government vs. Private School Teachers

Table 2: Mean, SD, and t-value of Overall AI Awareness Scores

School Type	N	Mean	SD	t-value	Level of Significance
Government School	60	62.30	9.45	3.18	Significant at 0.01 level
Private School	60	68.75	8.60		

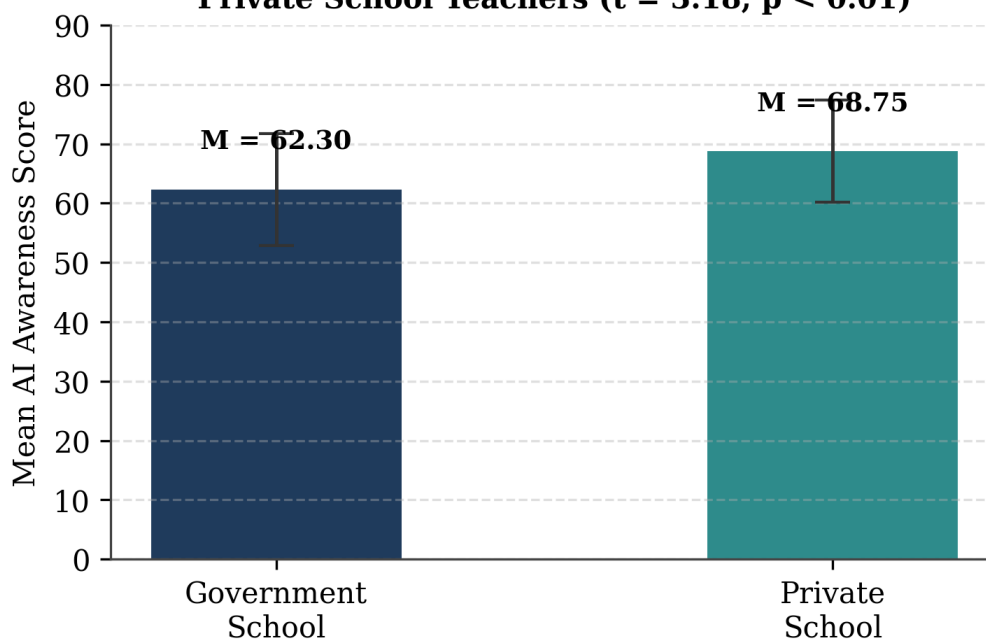
Figure 2: Overall AI Awareness Scores of Government and Private School Teachers ($t = 3.18$, $p < 0.01$)

Table 2 reveals that the mean AI awareness score of private school teachers ($M = 68.75$, $SD = 8.60$) was higher than that of government school teachers ($M = 62.30$, $SD = 9.45$). The obtained t-value of 3.18 ($df = 118$) was found to be significant at the 0.01 level of confidence, indicating a statistically significant difference between the AI awareness of government and private school teachers. The null hypothesis (H_1) is therefore rejected. This finding aligns with Fteiha et al. (2025), who similarly reported relatively higher AI readiness among private and urban school teachers in the UAE, though it contrasts with the Northern Cyprus case study, which found no significant school-type difference, suggesting that the strength and direction of this relationship may vary with the local educational policy context and degree of digital infrastructure available to government schools.

5.3 Dimension-wise Comparison of AI Awareness

Table 3: Dimension-wise Mean Scores of Government and Private School Teachers

Dimension	Govt. Mean	Private Mean	t-value	Significance
Conceptual Knowledge of AI	15.4	16.8	1.85	Not Significant (0.05)
Application Knowledge (AI in Teaching)	14.2	18.1	3.92	Significant (0.01)
Ethical Awareness of AI Risks	16.5	17.2	1.20	Not Significant
Attitude towards Use of AI	16.2	16.6	0.85	Not Significant

Figure 3: Dimension-wise Mean AI Awareness Scores of Government and Private School Teachers (p < 0.01; ns = not significant)**

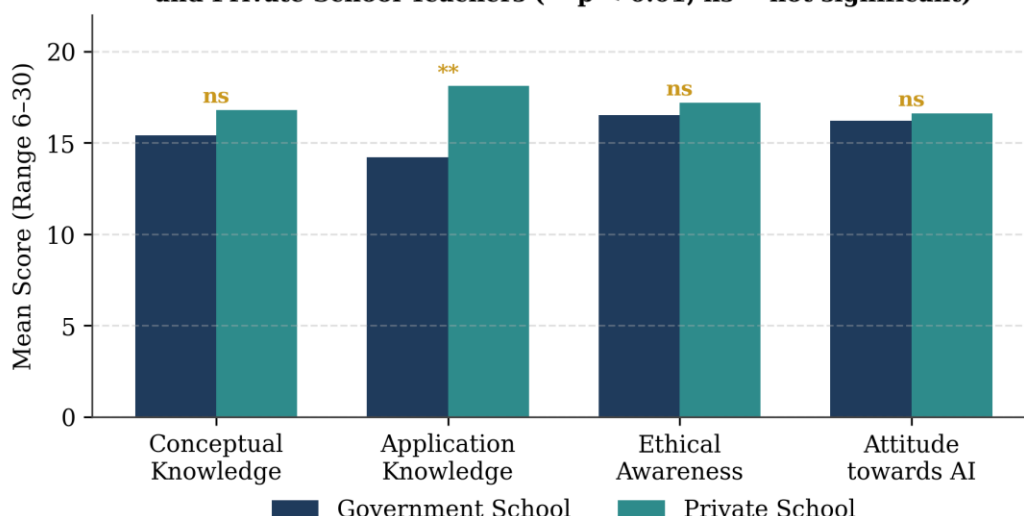


Table 3 indicates that the most pronounced and statistically significant difference between government and private school teachers was observed on the "Application Knowledge" dimension, that is, knowledge of how to practically use AI tools in teaching, with private school teachers scoring considerably higher. No significant differences were found on the dimensions of conceptual knowledge, ethical awareness, or attitude, suggesting that teachers in both types of schools possess broadly similar theoretical understanding of and attitudes towards AI, but differ substantially in practical, hands-on exposure to AI applications in the classroom, likely reflecting differential access to digital infrastructure, training opportunities, and institutional encouragement for AI tool adoption, consistent with the observations of Bulut (2026) regarding the role of training and tool-use in shaping AI awareness.

5.4 Gender-wise Comparison of AI Awareness

Table 4: Mean, SD, and t-value of AI Awareness Scores by Gender

Gender	N	Mean	SD	t-value	Level of Significance
Male	50	66.40	9.10	1.02	Not Significant
Female	70	64.70	9.30		

Figure 4: Overall AI Awareness Scores of Male and Female Teachers ($t = 1.02$, not significant)

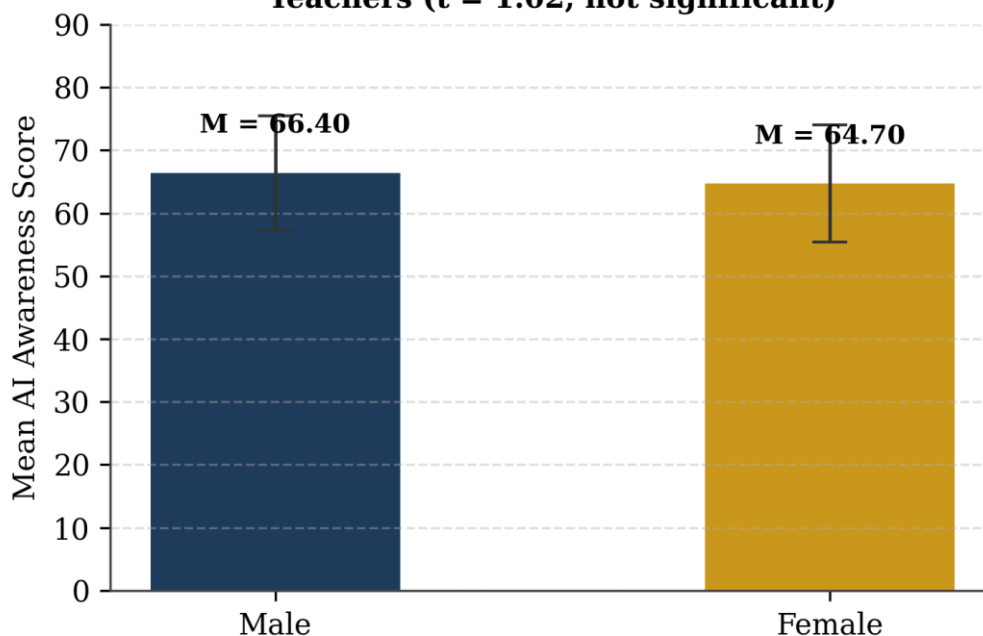


Table 4 shows that the mean AI awareness score of male teachers (66.40) was marginally higher than that of female teachers (64.70); however, the obtained t -value of 1.02 was not significant at the 0.05 level, indicating no statistically significant gender difference in overall AI awareness among the sampled teachers. The null hypothesis (H_2) is therefore retained, which is consistent with the Northern Cyprus case study's finding that gender did not significantly influence teachers' AI awareness.

5.5 Overall Discussion

Taken together, the findings suggest that while government and private school teachers do not differ markedly in their conceptual understanding of, ethical concerns about, or general attitude towards AI, a clear and statistically significant gap exists in their practical, application-level exposure to AI tools in teaching. This pattern is broadly consistent with the Indian policy-context literature (Karan & Angadi, 2025; Education for All in India, 2026), which highlights persistent infrastructural and training disparities between government and private schools, even as overarching national policies such as NEP 2020 aim to promote AI

literacy uniformly. The findings also resonate with Karsenti's (2019) call for urgent reform in teacher-preparation programmes, since the present study suggests that without targeted, hands-on AI training, government school teachers may continue to lag behind their private school counterparts specifically in the practical application of AI, even while holding comparable conceptual knowledge and attitudes.

6. Conclusion

The present study compared the Artificial Intelligence awareness of government and private school teachers and found a statistically significant difference in overall AI awareness, with private school teachers scoring higher, driven primarily by a significant gap in the practical application-knowledge dimension rather than in conceptual knowledge, ethical awareness, or attitude. No significant gender difference was observed in overall AI awareness. The study underscores that policy initiatives aimed at promoting AI literacy must go beyond conceptual orientation and ensure equitable access to hands-on AI training, digital infrastructure, and institutional support, particularly for government school teachers, in order to close the practical-application gap identified in this study. It is recommended that educational authorities organize structured, hands-on AI-training workshops, provide adequate digital infrastructure to government schools, and institutionalize continuous professional development programmes on AI integration for all teachers, irrespective of school type, so as to ensure that the benefits of AI in education reach all students equitably.

7. Future Scope of the Study

The present study opens several avenues for further research. First, future studies could extend the sample to include primary school teachers and higher education faculty, to examine whether the government-private gap in application knowledge identified here persists, widens, or narrows across different levels of the education system. Second, given that the present study used a cross-sectional design, a longitudinal study tracking teachers' AI awareness before and after participation in structured AI-training programmes would provide stronger causal evidence regarding the effectiveness of such interventions.

Third, future research could adopt a mixed-methods approach, combining the quantitative AI Awareness Scale with qualitative interviews or classroom observations, as employed by Bulut (2026), to capture richer, contextualized insights into how government and private school teachers actually use, or avoid using, AI tools in real classroom settings. Fourth, studies could examine the moderating role of variables such as teaching experience, subject specialization, age, prior technology training, and daily internet usage hours,

which earlier research (Bulut, 2026; the Northern Cyprus case study) has suggested may be more influential than school type alone.

Fifth, future comparative studies could be extended to rural versus urban government schools specifically, since infrastructural disparities, and consequently AI awareness gaps, may be even more pronounced within the government school category itself than between government and private schools as a whole. Sixth, intervention studies could be designed to test the effectiveness of specific AI-literacy modules, such as those proposed under India's "AI for All" initiative, in closing the application-knowledge gap identified in the present study. Finally, future research could examine students' perceptions of their teachers' AI competence as a complementary outcome measure, to assess whether differences in teacher AI awareness translate into observable differences in classroom AI integration and student learning experiences.

Appendix A: Research Tool

Artificial Intelligence Awareness Scale for School Teachers (Adapted for the Present Study)

Note: The instrument used in this study is adapted, for academic and instructional purposes, from the four-dimensional AI Awareness framework (conceptual knowledge, application knowledge, ethical awareness, and attitude) reported in the published literature, principally Ferikoğlu and Akgün (2022). The items below are framed independently by the investigator to operationalize these dimensions and are not a verbatim reproduction of any copyrighted scale. Researchers intending to use a validated instrument should obtain the original scale and permission from its developers.

Instructions for Teachers

Please read each statement carefully and indicate the extent to which it applies to you by marking the appropriate response on the 5-point scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. There is no right or wrong answer; please respond as honestly as possible. All responses will be kept strictly confidential and used only for research purposes.

Section I: Personal Information

1. Name (optional): _____
2. Gender: Male / Female
3. Type of School: Government / Private

4. Teaching Experience (in years): _____
5. Subject Taught: _____
6. Have you received any formal training related to Artificial Intelligence? Yes / No

Section II: Conceptual Knowledge of AI

1. I have a clear understanding of what Artificial Intelligence means.
2. I can explain the difference between AI, machine learning, and automation.
3. I am aware of common examples of AI used in everyday life (e.g., chatbots, voice assistants, recommendation systems).
4. I understand the basic working principle of AI-based systems.
5. I keep myself updated about new developments in AI technology.
6. I am familiar with the term 'AI literacy' and its meaning in education.

Section III: Application Knowledge (AI in Teaching)

1. I know how to use AI-based tools for lesson planning.
2. I have used AI-based applications for creating teaching-learning materials.
3. I am aware of AI-based platforms for student assessment and automated grading.
4. I know how AI can be used for personalized or adaptive learning for students.
5. I have used AI tools (e.g., chatbots, content generators) to support my teaching practice.
6. I am confident in integrating at least one AI-based tool into my classroom teaching.

Section IV: Ethical Awareness of AI Risks

1. I am aware of the data-privacy risks associated with using AI tools with students.
2. I am conscious of the possibility of bias in AI-generated content or decisions.
3. I am aware that over-reliance on AI tools may affect students' critical thinking skills.
4. I think about the ethical implications before introducing an AI tool in my classroom.
5. I am aware of the risk of academic dishonesty (e.g., AI-generated assignments) associated with AI tools.

6. I believe schools need clear ethical guidelines for AI use.

Section V: Attitude towards Use of AI

1. I believe AI can make teaching more effective.
2. I am willing to learn new AI tools to improve my teaching practice.
3. I feel positive about the increasing use of AI in education.
4. I believe AI can reduce my administrative workload as a teacher.
5. I am open to attending training programmes on AI in education.
6. I believe AI will play an important role in the future of school education.

Appendix B: Manual for Administration and Scoring

B.1 Purpose of the Tool

The Artificial Intelligence Awareness Scale for School Teachers is designed to assess the level of AI awareness among secondary and higher secondary school teachers across four dimensions: conceptual knowledge of AI, application knowledge of AI in teaching, ethical awareness of AI-related risks, and attitude towards the use of AI in education. The tool can be used by researchers, teacher educators, and school administrators to identify gaps in AI literacy and to plan targeted training interventions.

B.2 Description of the Tool

The scale consists of 24 items distributed equally across four dimensions (6 items per dimension), preceded by a short personal-information section. Each item is rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). All items are positively worded; hence higher scores indicate higher awareness on that dimension.

B.3 Administration Procedure

1. Obtain necessary permission from the school authority before administering the scale.
2. Brief the teachers about the purpose of the study and assure them of the confidentiality of their responses.
3. Distribute the scale (in print or digital form) and allow approximately 15-20 minutes for completion.
4. Ensure that all items are responded to before collecting the completed scale.
5. Thank the participants for their cooperation upon collection.

B.4 Scoring Procedure

Each response on the 5-point scale is scored numerically (Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5). The scores of the six items within each dimension are summed to obtain the dimension-wise score (ranging from 6 to 30 per dimension). The four dimension-wise scores are summed to obtain the Overall AI Awareness Score, which ranges from a minimum of 24 to a maximum of 120. Higher total scores indicate a higher overall level of AI awareness.

Table B1: Scoring Key and Score Ranges

Dimension	No. of Items	Score Range	Interpretation (High Score)
Conceptual Knowledge of AI	6	6 – 30	Strong theoretical understanding of AI
Application Knowledge (AI in Teaching)	6	6 – 30	High practical competence in using AI tools
Ethical Awareness of AI Risks	6	6 – 30	High sensitivity to ethical/risk issues in AI use
Attitude towards Use of AI	6	6 – 30	Highly positive disposition towards AI adoption
Overall AI Awareness	24	24 – 120	High overall AI awareness

B.5 Interpretation of Overall Scores

Score Range	Level of AI Awareness
24 – 56	Low AI Awareness
57 – 88	Moderate AI Awareness
89 – 120	High AI Awareness

Note: The score bands above are tentative and based on the theoretical mid-point method (division of the total possible range into three equal parts). Researchers using this tool on a larger sample are advised to establish empirical norms (e.g., based on mean and standard deviation of their own data) for more precise interpretation.

B.6 Reliability and Validity

Since the items in this adapted tool are newly framed by the investigator to operationalize a previously validated four-dimensional construct, it is recommended that researchers establish the reliability of the adapted version (e.g., through Cronbach's alpha and split-half reliability) and content validity (through

expert/judge rating) on their own sample prior to its use in a full-scale study, in keeping with standard practice for newly adapted research tools.

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