

A thesis submitted for the partial fulfilment of the requirement for the degree of

MASTER OF ARTS IN PSYCHOLOGY

On the Topic:

The Role of Cognitive Flexibility, Self- Efficacy and Emotional Intelligence in Predicting

Attitude Towards AI and Job Satisfaction: A Moderated Mediation Analysis

SUBMITTED BY

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UNDER THE SUPERVISION AND GUIDANCE OF

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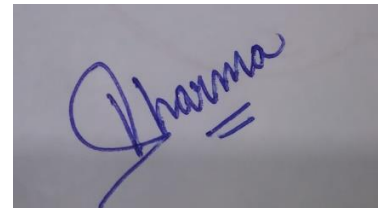


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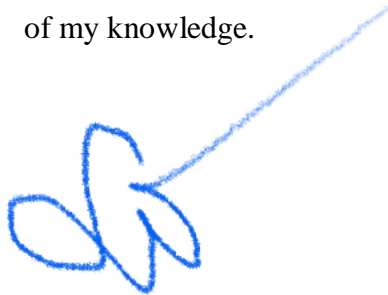
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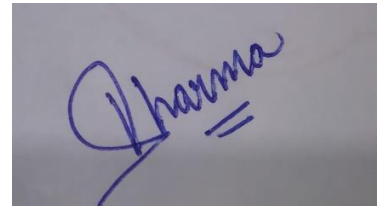
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CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis titled “The Role of Cognitive Flexibility, Self- Efficacy and Emotional Intelligence in Predicting Attitude Towards AI and Job Satisfaction: A Moderated Mediation Analysis” is an authentic record of my work carried out under the supervision and guidance of Dr. Santha Kumari, Professor & Program Chair, Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala and refers other researchers' work which is duly listed in the reference section. The matter embodied in this thesis has not formed the basis for awarding any other degree at this or any other university.

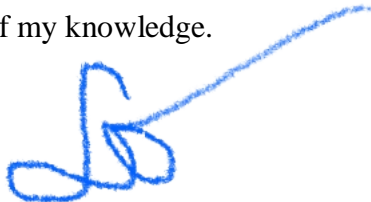
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DECLARATION

I, Isha Sharma (862102023), a student of M.A. Psychology (2023-2025), Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala, have completed the project entitled, to investigate the “The Role of Cognitive Flexibility, Self-Efficacy and Emotional Intelligence in Predicting Attitude Towards AI and Job Satisfaction: A Moderated Mediation Analysis”.

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TABLE OF CONTENTS

S.No.	Contents	Page No.
1.	Abstract	1
2.	Introduction	10
3.	Review of Literature	18
4.	Objectives and Hypotheses	22
5.	Methodology	25
6.	Results	30
7.	Discussion	39
8.	Conclusion and Future Implications	43
9.	References	45
10.	Appendix A	57

LIST OF TABLES

Table No.	Description	Page No.
1.	Descriptive Statistics	30
2.	Correlation	31
3.	Model Fit	33
4.	Regression Weight	34
5.	Indirect Effects	36

LIST OF FIGURES

Figure No.	Description	Page No.
1.	Research Model	24
2.	Moderated Mediation Model	32
3.	Moderation Analysis Graph	35

ABSTRACT

With the dynamic nature of the present-day workforce, soft skills have become as important as technical skills, if not more. The rapid changes in the working environment and increasing technological adaptations like Artificial Intelligence highlights the need to understand the employee's attitudes towards advancements like the use of AI and how satisfied they are with their present jobs, while also tap into the role of psychological resources such as emotional intelligence and self- efficacy in the process. The present study aims to find whether cognitive flexibility influences an employee's job satisfaction and attitude towards artificial intelligence when it is mediated by emotional intelligence and whether the level of self- efficacy has a role to play in the relationship using a sample of 110 working professionals employed in organizations making use of AI. Moderated Mediation Model was employed to conduct the analysis. Result showed that cognitive flexibility is a valuable skill with a positive relationship with emotional intelligence, depending on the degree of self-efficacy. Mediation analysis also identified that emotional intelligence is an essential mechanism accounting for the relationship between cognitive flexibility and job satisfaction and attitude towards artificial intelligence. Additionally, the analysis of moderated mediation showed strong evidence that self-efficacy is an important factor in furthering the influence of cognitive flexibility on emotional intelligence and, as such, highlighting their significance in enabling an employee's mindset towards artificial intelligence in evolving work environments and encouraging positive workplace results such as job satisfaction.

Key words: *Cognitive Flexibility, Self-Efficacy, Emotional Intelligence, Artificial Intelligence, Job Satisfaction*

CHAPTER 1

INTRODUCTION

1.1 Adaptation to changing work environments

The advances in technology and the growing application of artificial intelligence in today's workplace are creating tremendous alterations in workplace settings. With the blink of an eye, the jobs roles and skill set of the employees have become obsolete and the only thing that is constant is the need to adapt to the new trends that are on the rise, while also tapping into the key skillsets relevant in today's time. A survey by Work Trend Index 2024 found that 91% of the Indian leaders believe that their companies need to adopt AI to stay competitive and 80% of the Indian leaders stated that they would prefer to hire a less experienced candidate with AI skills over someone who lacks AI skills but is experienced.

Digital Transformation is reshaping the nature of employment and the skills of employees across industries at a considerable extent. It has been shown to reduce the need for manual repetitive work, while increasing the need for digitally competent workers (Obermayer et al., 2022; Wahyudi et al., 2023). This shift requires the employees to acquire both digital and soft skills such as critical thinking, complex problem solving, adaptability and creativity (Obermayer et al., 2022). Employees feel that human skills remain irreplaceable by AI, but they need to consider AI as an opportunity rather than a threat. (Bhargava et al., 2020). In the Indian IT sector in particular, job roles are being transformed with the rapid integration of AI wherein, some of the work has become automated and the remaining augmented, resulting in improved productivity and job satisfaction. New roles such as AI ethics officer and AI architects have emerged, necessitating the need for employee reskilling (Grover, 2024). However, despite

concerns about job displacement, AI is accompanied with the potential for innovation and efficiency and requires careful implementation and additional research to address challenges and unleash its potential (Bahurunnisa & Dass, 2023; Raj, 2024)

Such massive changes in the workforce, make it appealing to explore if the attitude of the employees towards Artificial Intelligence and the Satisfaction towards their Job is affected by their ability to adapt in such circumstances. However, research on the psychological resources such as an individual's emotional capacities and self- beliefs that might help the employees to adapt to changing trends remains limited.

1.2 Cognitive Flexibility

With the changing world, Cognitive Flexibility (CF) is becoming an essential skill. It is an executive process that encompasses awareness of other actions and the ability to change (Martins & Gonçalves, 2022). Cognitive Flexibility is defined as the ability to switch cognitive sets to adapt to changing environmental stimuli (Dennis & Vander Wal, 2010). CF is not only a competency but also an executive function that encompasses a range of complicated behaviors and talents that are necessary for creativity and creative activities, adjusting to changes in the environment, planning strategically. making decisions; and solving problems (Martins & Gonçalves, 2022).

Cognitive flexibility refers to the ability to change cognitions in difficult situations, such as viewing difficult situations as controllable, considering various interpretations of human behaviors and events in life, and developing novel solutions to problems (Dennis & Vander

Wal,2010). It assists an individual to adapt behavior and mindset in order to achieve goals under novel conditions (Bressler & Bressler, 2023).

Although research has established correlations with cognitive flexibility and capacity to adjust to diverse problems, we do not have a thorough knowledge of mechanisms at the individual level. (Martínez & Brusoni, 2018)

1.2.1 Cognitive Flexibility Theory

The theory suggests that effective learning in complex domains requires the ability to adaptively restructure one's knowledge, or in simple terms, to look at the same information from multiple perspectives depending on the context. (Spiro et al., 1988)

Key Features of the Theory (Spiro et al., 1988)

- **Multiple Representations-** Learning should be such that the exposure to content is in multiple formats and contexts so as to avoid rigid structures of knowledge.
- **Context-Dependent Learning-** Emphasis on situated cognition, i.e. learning tied closely to the specific context that it will be used in.
- **Nonlinear Knowledge Organization-** Learners should be capable of reorganizing and recombining knowledge rather than retrieving it from fixed schemas.
- **Case-Based Learning-** Implementation of case-based examples to enable learners to understand the complexity of the real-world problems.

Cognitive Flexibility Theory resists the concept of fixed, rule-governed knowledge transfer and favors adaptive expertise—the capacity to use knowledge flexibly and imaginatively in novel contexts.

1.3 Attitude towards Artificial Intelligence

Artificial Intelligence (AI) refers to the technology through which machines and/or computer programs may simulate human intelligence. As artificial intelligence becomes increasingly ingrained in most technical systems and, therefore, people's everyday lives, it comes to be of vital importance that many scientific fields gain more insight into users' reaction to—and adoption of—artificially intelligent technology. Accordingly, AI is an umbrella discipline that encompasses a very broad category of science disciplines including computer science, engineering, biology, neuroscience, and psychology. (Sindermann et al., 2021).

With each advancement in technology, human beings are being replaced by machines at the workplace, and this results in a large numbers of job layoffs each year. Though there are people who are seemingly afraid and anxious about the new impacts of AI products, there are others that appear open to the entry of AI into everyday life, appreciate its advantages and think that AI might create new job opportunities rather than replacing humans. Furthermore, privacy concerns over data are more frequently debated in the context of increasing incorporation of AI products within daily life. (Sindermann et al., 2021).

In light of the current advantages, as well as limitations, of AI, it is not surprising that there are those who have a very liberal perspective and embrace the utilization of AI and acknowledge its advantages to mankind. While, there are also some who seem skeptical, if not afraid and suspicious, of the growing popularity of AI. This goes as far as influential personalities like Stephen Hawking and Elon Musk, voicing openly that progress in AI research can mean the demise of humankind. (Sindermann et al., 2021).

1.4 Job Satisfaction

Job satisfaction is defined as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (Locke, 1976). Job Satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. (Spector, 1997)

Among the workplace outcomes, job satisfaction is of utmost importance from both the worker's point of view as well as the organizational point of view (Spector, 2012). The job satisfaction of a worker is a topic that has gained universal appreciation within the academicians as well as in different industrial setups. It refers to an employee's involvement and emotional reaction to the work he or she is undertaking in the profession in terms of how much it would satisfy and the expected consequences (Rao et al., 2018).

Employees' attitudes toward jobs show the degree to which they are satisfied with it. When employees experience a shift in their duties and face the threat of being fired, they start questioning their value and worth which might have a discouraging effect on their self-esteem and overall happiness in their lives (Bhargava et al., 2021). On the other hand, improved satisfaction results in the organizations having reduced turnover and improved efficiency and returns (Rao et al., 2018).

Previously, job satisfaction had been tackled by some researchers from the perspective of need satisfaction—that is, whether or not the job satisfied the employee's physical and psychological needs for the things provided by work, such as pay. However, this approach has been downplayed since majority of the researchers now prefer to focus emphasis on cognitive processes rather than on underlying needs (Spector, 2012).

1.5 Self-Efficacy

Self-efficacy pertains to optimistic belief that one can perform a novel or difficult tasks, or cope with adversity in various domains of human functioning (Schwarzer & Jerusalem, 1995).

Self-Efficacy refers to one's confidence in being able to accomplish a task or a goal. It also corresponds to the beliefs that we have regarding how capable we are of finishing a specific task.

Albert Bandura is called the father of self- efficacy and defined it as "people's beliefs about their capabilities to produce designated levels of performance that exercise their influence over events that affect their lives" (Bandura, 1977).

1.5.1 Theories of Self- Efficacy

Among some theories that provide frameworks for understanding and explaining self-efficacy, the two prominent ones are:

1.5.1.1 Social Cognitive Theory (SCT) by Albert Bandura:

In Albert Bandura's Social Cognitive Theory, self- efficacy can be understood in various contexts including the organizational set up. It is found to be influenced by four primary sources(Krcmar, 2019):

- **Mastery Experiences:** Success or mastery experience on prior similar tasks or activities can develop self-efficacy. Having successfully done a hard task makes one confident that they will perform well in the future.
- **Vicarious Learning:** Seeing someone like oneself accomplish a task can enhance self-efficacy. Seeing someone else succeed can give a sense of "If they can do it, so can I."

- **Social Persuasion:** The supportive feedback, assistance, and confirmation provided by others can help in enhancing self-efficacy. Since individuals are reinforced by credible sources in their opinion, it can enhance the belief in what they are capable of doing.
- **Emotional and Physiological States:** An individual's physical and emotional states, for instance, stress, anxiety, or confidence, can affect self-efficacy. Stress management and positive thinking can reinforce self-efficacy beliefs.

Bandura's model focuses on the interaction between personal, environmental, and behavior factors and strongly emphasizes observation, modeling, and observing others in occupational self-efficacy development.

1.5.1.2 Social Cognitive Career Theory (SCCT) by Robert Lent, Steven Brown, and Gail Hackett (Sheu & Phrasavath, 2018):

Social Cognitive Career Theory, based on Bandura's Social Cognitive Theory particularly focuses on career development and vocational decisions. SCCT suggests the significance of occupational self-efficacy in the process of career decision making, goal setting, and sustaining the commitment to seek desired careers. The theory sees the influence of contextual factors, including family, schools, and work experience, to determine the development of self-efficacy beliefs towards occupational activities. SCCT also demonstrates the essential role of outcome expectations, interests, and personal goals in occupational self-efficacy development.

Both theories acknowledge that occupational self-efficacy is shaped through interactions in the social world, past experiences, and personal characteristics and is not just an individual characteristic. Both of the theories offer an explanation of how self-efficacy beliefs affect career-related performance and behavior, and how self-efficacy beliefs can be acquired and developed through different processes.

1.6 Emotional Intelligence

Trait emotional intelligence (trait EI) describes our perceptions of our emotional world: what our emotional dispositions are and how good we believe we are in terms of perceiving, understanding, managing, and utilizing our own and other people's emotions (Petrides et al., 2018)

Emotional Intelligence is gaining increasing attention the modern workplace for evaluating employee behavior, management styles, attitudes, interpersonal skills. Not only this emotional intelligence is considered to be useful in work roles to conduct recruitment, selection, job profiling and planning (Ealias & George, 2012). Thus, it becomes important to study emotional intelligence in the organizational context and its gratification of the workplace outcomes.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Working sector and the recent trends

Research work carried out by Wahyudi et al. (2023) revealed that the digital transformation is changing the workplace practices across industries to a significant degree, indicating less need for repetitive manual work but more for digitally skilled labor. The transformation implies the necessity for the employees to concentrate on developing digital and soft skills like analytical thinking, complex problem-solving, adaptability and creativity (Obermayer et al., 2022).

Grover (2024) revealed in another study that in the Indian IT industry, job functions are being redefined with the acceleration of AI integration where some of the work is automated and the rest augmented. New job titles like AI ethics officer and AI architects have been created, making reskilling for employees an important requirement.

From the results of the studies by Bahurunnisa & Dasin (2023) and Raj (2024), it can be deduced that in spite of the fear of job loss, AI comes with the promise of innovation and efficiency but needs prudent application and further research to solve problems and unleash its potential. A study by Bhargava et al. (2020) brought to attention that employees feel that human skills remain irreplaceable by AI, but they need to consider AI as an opportunity rather than a threat.

2.2 Importance of Cognitive Flexibility

Martins & Gonçalves (2022) have contributed to the field by helping understand that an important executive function necessary for adjusting to changes in the environment and planning

strategically is Cognitive Flexibility. Thus, it wouldn't be wrong to say that with the changing world, Cognitive Flexibility (CF) is becoming an essential skill and is defined by Martins & Gonçalves (2022) as an executive process that encompasses awareness of other actions and the ability to change. A study by Bressler & Bressler (2023) highlights cognitive flexibility is essential in navigating unpredictable work conditions. Although the studies have correlated cognitive flexibility and the ability to adapt to diverse problems, we have limited knowledge of the mechanisms at the individual level underlying it (Martínez & Brusoni, 2018).

2.3 Cognitive flexibility and Attitude Towards AI

Evidence supports that high cognitive flexibility workers show less resistance to change in the company (Su et al., 2012), further establishing that there could be a possibility that cognitive flexibility enables adaptation to AI adoption. However, studies have pointed that employee sentiments towards AI continue to be mixed. Some fear loss of human touch, while others welcome the advantages of automation. These opposing attitudes i.e. "no-human-interaction attitudes" and "intelligent-automation attitudes" show how complex emotional responses workers have towards AI (Lichtenthaler, 2019). Study by Warning et al. (2022) also found that the more conventional the mental work that is performed by AI, the more employers ask employees to be increasingly cognitively flexible. What this shows is the value of fundamental human abilities such as empathy and imagination skills that are hard to automate and are made possible through cognitive flexibility (Cady et al., 2024).

2.4 Cognitive Flexibility and Job Satisfaction

In organizational contexts, cognitive flexibility has also been studied with respect to job satisfaction. There was a strong but not significant correlation between cognitive flexibility and

job satisfaction in school counselors (Aydm & Odacı, 2020). Both life satisfaction and cognitive flexibility are found to be low in the Indian IT industry. These findings suggest that cognitive flexibility across the organizations might have the potential to affect attitude towards AI and job satisfaction (Allahverdi & Bayer, 2024; Joshua et al., 2020).

2.5 Cognitive flexibility and psychological resources (Emotional Intelligence, Self- Efficacy)

Studies suggest that the onset of cognitive flexibility depends on different psychological resources. Study by Mishra & Singh (2022) found that cognitive flexibility is positively correlated with entrepreneurial intention and is mediated through entrepreneurial self-efficacy. General, social, academic, and emotional self-efficacy as well as academic success are found to be predictors of cognitive flexibility among students (Kiran Esen et al., 2017). This highlights the role played by emotional competencies and self-efficacy when it comes to flexible thinking, though this has not been studied in the context of working professionals.

Studies have suggested that emotional intelligence increases cognitive flexibility. Cognitive Flexibility is found to partially mediate the relationship between emotional intelligence and academic self-regulated learning (Florivic & Apostol, 2024), and emotional intelligence and cognitive flexibility have also both been found to predict leadership adaptability together (Kösterelioğlu,2021).

2.6 Role of Psychological Resources and their relationship

Self-Efficacy is also among the most important variables that play a major role in workplace adaptation. Khalique & Singh (2019) found that self- efficacy influences employees' thinking process, emotions, and workplace performance. Self- Efficacy and emotional intelligence have

shown to have an interdependent relationship in which one of them is capable of predicting the other one (Kalpana et al., 2019). Furthermore, research suggests that people with a high sense of self-efficacy possess greater cognitive flexibility (Kiran Esen et al., 2017; Laçın & Yalçın, 2019). Douglas Aguirre et al. (2021) found that cognitive flexibility among young entrepreneurial leaders is significantly correlated with entrepreneurial self-efficacy and is important in problem-solving and innovating (Douglas Aguirre et al., 2021).

Research has also indicated that psychological assets like emotional intelligence rank higher than technical skillset (Arora, 2017), and contributes to an extent in managing stress, teamwork, and adaptability (Kargeti, 2023). Emotional intelligence has been found to significantly contribute to job satisfaction across sectors (Abi Ealias & George, 2012; Thiruchelvi & Supriya, 2009). In addition, those with greater emotional intelligence can adapt more effectively and stay open to artificial intelligence technologies (Koç & Inandi, 2022). Both artificial intelligence and emotional intelligence have been found in service settings to be of importance with regard to performance and well-being (Prentice et al., 2019). Considerably, results of these studies help infer that organizations may need recognize emotional intelligence and self-efficacy, along with cognitive flexibility in empowering their workers in the right way to prepare for an AI- driven future.

CHAPTER-3

OBJECTIVES AND HYPOTHESES

3.1 Research Gap

Whereas previous research has linked cognitive flexibility and emotional intelligence separately to job adaptability and satisfaction, fewer have been concerned with whether or not emotional intelligence is a psychological process by which cognitive flexibility affects employees' attitude towards AI and working place satisfaction. While general self-efficacy has been found to be positively correlated with both emotional intelligence and cognitive flexibility, very few empirical studies have examined whether self-efficacy will actually moderate the indirect relationship between cognitive flexibility and job performance through emotional intelligence.

Emotional Intelligence has been widely accepted as a measure of workplace success. These mental resources correlate positively with variables such as increased innovativeness, reduced resistance to change, and job satisfaction. Yet despite the magnitude of studies conducted in these avenues, there scarcely are any empirical researches that perform an analysis among these variables within a composite paradigm. Above all, the mediational function of emotional intelligence might most likely have been overlooked in mediating the relations between work performance and intellectual flexibility and general self-efficacy's social learning element, its function as a moderator in mediating indirect effects. Overall, the literature above sets up the individual relevance of cognitive flexibility, emotional intelligence, and overall self-efficacy to improve work adaptability, but with the dynamic nature of the modern workplace especially with technological progress and AI adoption, there is a need to understand not only what influences employees' job satisfaction and attitude towards AI, but

also how such influences work. The current research tries to bridge this gap by examining a moderated mediation model where emotional intelligence is the mediator between cognitive flexibility and two outcome measures—AI attitude and job satisfaction—and general self-efficacy as the moderator. The model provides a more robust psychological account of employee adaptation in technologically evolving work environments.

3.2 Objectives

The main objective of the study is to find whether cognitive flexibility influences an employee's job satisfaction and attitude towards artificial intelligence when it is mediated by emotional intelligence and whether the level of self-efficacy has a role to play in the relationship.

3.3 Hypotheses

H₁: Cognitive Flexibility would be positively associated with Attitude Towards Artificial Intelligence.

H₂: Cognitive Flexibility would be positively associated with Job Satisfaction.

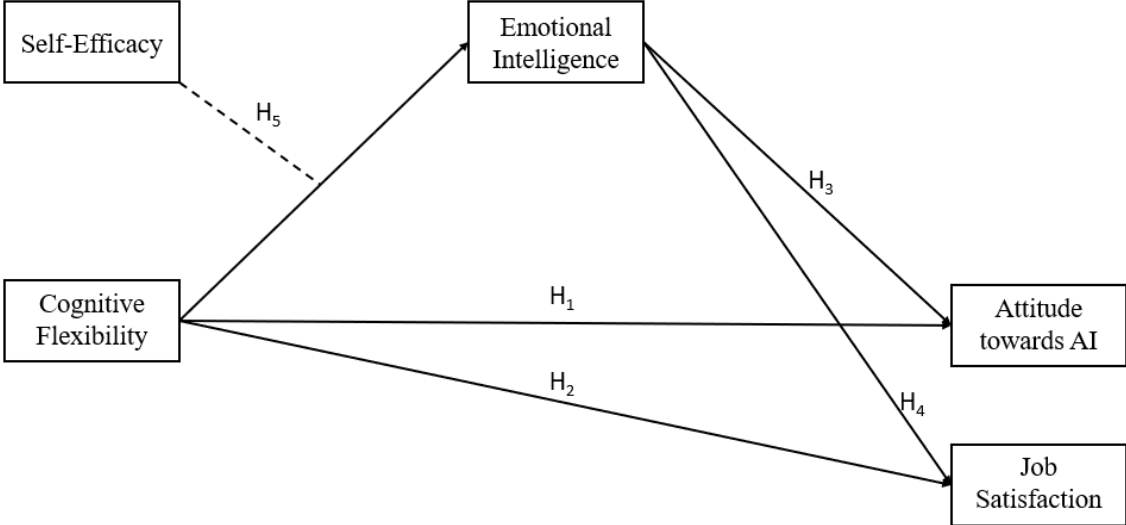
H₃: Cognitive Flexibility's effect on Attitude Towards AI would be mediated through Emotional Intelligence depending on the level of General Self-Efficacy.

H₄: Cognitive Flexibility's effect on Job Satisfaction would be mediated through Emotional Intelligence depending on the level of General Self-Efficacy.

H₅: General Self-Efficacy might moderate the relationship between Cognitive Flexibility and Emotional Intelligence.

3.4 Research Model

Figure 1: Moderated Mediation Model



CHAPTER 4

METHODOLOGY

4.1 Sample

Sample Description.

Male and female working professionals in the young adult category belonging to age group of 28 to 40 and employed in the service sector industry such as IT/ Banking were considered for the study.

Sample Size.

The sample comprised of 110 participants out of which the participants had a mean age of 33 years. All the participants were working professionals working either in the Banking or IT sector. The sampling technique utilized for the current study was convenience sampling, a non-probability sampling technique that selects units for the sample depending on how easily they can be accessible to the researcher. We also utilized snowball sampling where volunteers were referred to us by other participants.

Inclusion Criteria.

1. Participants belonging to the age range from 28 to 40 years
2. Participants employed on a full-time basis
3. Participants working in sectors of IT/ Banking.
4. Participants with work experience of minimum 3 years
5. Participants who can read and write English

Exclusion Criteria.

1. Participants employed as a part timer or freelance consultant.
2. Participants who do not identify themselves as either males or females.

4.2 Design

A Correlational design was utilized to explore the impact of Cognitive Flexibility on Attitude Towards Artificial Intelligence and Job Satisfaction. In order to comprehend the psychological resources that may affect this relationship, emotional intelligence and general self-efficacy were taken into consideration as the mediating and moderating variables respectively. A more thorough grasp of the interactions between the variables to understand the psychological resources necessary to adapt and develop a favourable attitude towards AI and be satisfied with one's job, we made use of a moderated mediation method which was used to analyse the data. This method allowed for simultaneous evaluation of multiple variables and their individual effects.

4.3 Tools used

As per the objective of the investigation, five measures were used to assess Cognitive Flexibility, Attitude Towards Artificial Intelligence, Job Satisfaction, Emotional Intelligence and General Self- Efficacy. The following tools were used for the study: -

4.3.1 Cognitive Flexibility Inventor (CFI):

The Cognitive Flexibility Inventory (CFI) is a 20-item self-report measure designed to measure three aspects of cognitive flexibility (Dennis & Vander Wal, 2010):

- a) The tendency to perceive difficult situations as controllable
- b) The ability to perceive multiple alternative explanations for life occurrences and human behavior; and
- c) The ability to generate multiple alternative solutions to difficult situations.

Developed by Dennies E. Dennis and John D. Vander Wal in 2010, CFI has shown to have high test-retest reliability ($r = .81$) and Cronbach's alpha value. ($\alpha = .90$; Dennis & Vander Wal, 2010). Furthermore, convergent construct validity of the CFI was also evidenced via their associations with other measures of cognitive flexibility, depressive symptomatology, and coping (Dennis & Vander Wal, 2010).

4.3.2 Attitude Towards Artificial Intelligence Scale (ATTARI-12), English version:

The AATARI-12 scale was developed by Jan Philipp Stein and her colleagues in 2024. The 12-item questionnaire captures attitudes towards AI as a single construct, independent of specific contexts or applications (Stein et al., 2024).

The scale has excellent reliability in terms of internal consistency (Cronbach's $\alpha = .93$) and has also demonstrated a good construct (CFI = 0.98, RMSEA = 0.06), convergent ($r = 0.60-0.68$) and discriminant validity ($r = 0.04$).

4.3.3 Job Satisfaction Survey (JSS):

The Job Satisfaction Survey (JSS) is a 36-item scale used to assess employee attitudes about the job and aspects of the job. Although the JSS was originally developed for use in human service organizations, it is applicable to all organizations.

JSS demonstrates excellent internal consistency (Cronbach's $\alpha = .91$), good test- retest reliability, and strong construct, convergent and discriminant validity.

4.3.4 Trait Emotional Intelligence Questionnaire– Short Form (TEIQue-SF):

Emotional Intelligence Questionnaire– Short Form (TEIQue-SF) was developed by K.V. Petrides in the mid-2000s. This 30-item form is designed to measure global trait emotional intelligence and is based on the full form of the TEIQue. It is usually used in research designs with limited experimental time or wherein trait EI is a peripheral variable. This is a 30-item questionnaire (Cooper & Petrides, 2010; Petrides & Furnham, 2006).

The TEIQue-SF demonstrates high internal consistency (Cronbach's $\alpha = 0.84-0.89$), strong test-retest reliability ($r = 0.89$) and robust construct, convergent and discriminant validity.

4.3.5 General Self- Efficacy Scale (GSE):

The General Self- Efficacy Scale (GSE) was developed by Ralf Schwarzer & Matthias Jerusalem and was adapted in the English language in the year 1995. It consists of 10 items and was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events.

GSE demonstrates fair internal consistency (Cronbach's $\alpha = 0.76 - 0.90$), good test- retest reliability, and established construct and cross- cultural validity.

4.4 Procedure for Data collection

Participants fulfilling the criteria of the study were approached, rapport was established, and consent to participate in the study was obtained. Socio demographic data (SDD) was collected using the SDD form developed by the researcher. The instruction of the assessment was given

and then the questionnaire was administered to the participant. Following this procedure the data was collected from each of the participants. The information collected from the subjects was kept strictly confidential. There were five questionnaires and the subjects were only allowed to move on to the following questions after finishing the first. Later, the scoring was completed, and the results were analyzed.

4.5 Statistical Analyses

IBM Statistical Package for Social Science (SPSS) version 25, Analysis of Moment Structure (AMOS) version 24 and Microsoft Excel were used to analyze the data. Descriptive statistics were computed to find out the mean and standard deviation. A moderated mediation analysis using Structured Equation Modeling (SEM) was performed to calculate the results of the obtained data.

CHAPTER 5

RESULTS

5.1 Descriptives

Table 1:

Descriptive statistics

	Mean	Std. Deviation	N
Cognitive Flexibility	107.65	14.869	110
Emotional Intelligence	147.59	19.517	110
Self- Efficacy	32.25	5.323	110
Attitude Towards AI	145.77	26.101	110
Job Satisfaction	42.12	8.235	110

Note. The above table shows mean and SD of all variables.

Table 1 presents the mean and standard deviation for the five main variables measured in the study: Cognitive Flexibility, Emotional Intelligence, General Self- Efficacy, Job Satisfaction and Attitude Towards Artificial Intelligence. The sample consisted of 110 participants. The mean score for Cognitive Flexibility was 107.65 (SD = 14.869), Emotional Intelligence was 147.59 (SD = 19.517), General Self- Efficacy was 32.25 (SD = 5.323), Job Satisfaction was 42.12 (SD = 8.235), and Attitude Towards Artificial Intelligence was 145.77 (SD = 26.101).

Table 2*Correlation.*

	Cognitive Flexibility	Emotional Intelligence	Self- Efficacy	Attitude Towards AI	Job Satisfaction
Cognitive Flexibility	1				
Emotional Intelligence	.651**	1			
Self- Efficacy	.557**	.674**	1		
Attitude Towards AI	.134	.233*	.314**	1	
Job Satisfaction	.224*	.497**	.360**	.167	1

Note. $N=110$. * $p<.05$, ** $p<.01$

Table 2 shows the Pearson correlation coefficients computed to examine the relationships among Cognitive Flexibility, Emotional Intelligence, General Self- Efficacy, Attitude Towards Artificial Intelligence and Job Satisfaction.

Cognitive Flexibility is found to be positively correlated with Emotional Intelligence, $r(108) = .651$, $p < .01$, and General Self- Efficacy, $r(108) = .557$, $p < .01$. A small, yet statistically significant positive correlation was also observed with Job Satisfaction, $r(108) = .224$, $p < .05$. Emotional Intelligence was significantly positively correlated with General Self-Efficacy $r(108) = .674$, $p < .01$; Attitude towards AI, $r(108) = .233$, $p < .05$ and Job Satisfaction, $r(108) = .497$, $p < .01$. General Self- Efficacy showed significant positive correlations with Attitude towards AI, $r(108) = .314$, $p < .0$, and Job Satisfaction, $r(108) = .360$, $p < .01$.

Figure 2 Moderated Mediation Model

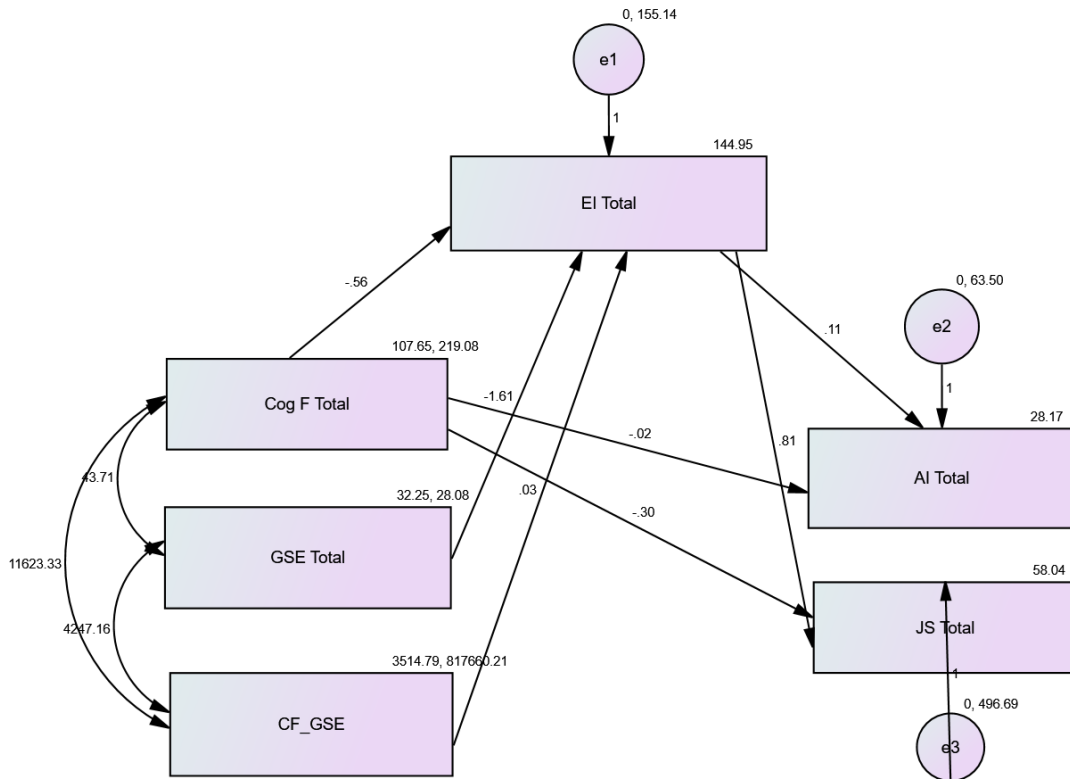


Figure 1 represents the moderated mediation model where Cog F Total, GSE Total, CF_GSE, AI Total and JS Total representing Cognitive Flexibility, Self- Efficacy, Interaction between Cognitive Flexibility and Self-Efficacy, Attitude Towards AI and Job Satisfaction respectively.

Table 3*Baseline Comparisons for Model Fit*

Model	Chi- square	NFI	RFI	CFI	RMSEA
Default Model	6.866	.990	.970	1.000	.059

Table 3 presents the model fit indices for the hypothesized moderated mediation model. The model demonstrated a strong fit, as indicated by a small chi square value, and high values across NFI ($\geq .90$), RFI ($\geq .90$), and CFI ($\geq .95$). The RMSEA value of .058 also falls within the acceptable range ($\leq .08$).

Table 4*Regression Weight: Direct Effects*

	Estimates	S.E.	C.R.	P
Cognitive Flexibility → Emotional Intelligence	-.563	.430	-1.310	.190
Cognitive Flexibility → Attitude Towards Artificial Intelligence	-.017	.068	-.246	.806
Cognitive Flexibility → Job Satisfaction	-.302	.190	-1.589	.112
Emotional Intelligence → Attitude Towards Artificial Intelligence	.107	.052	2.062	.039
Emotional Intelligence → Job Satisfaction	.815	.145	5.629	***
General Self- Efficacy → Emotional Intelligence	-1.610	1.286	-1.252	.211
Cognitive Flexibility * General Self- Efficacy → Emotional Intelligence	.033	.013	2.597	.009

Note: N = 110.

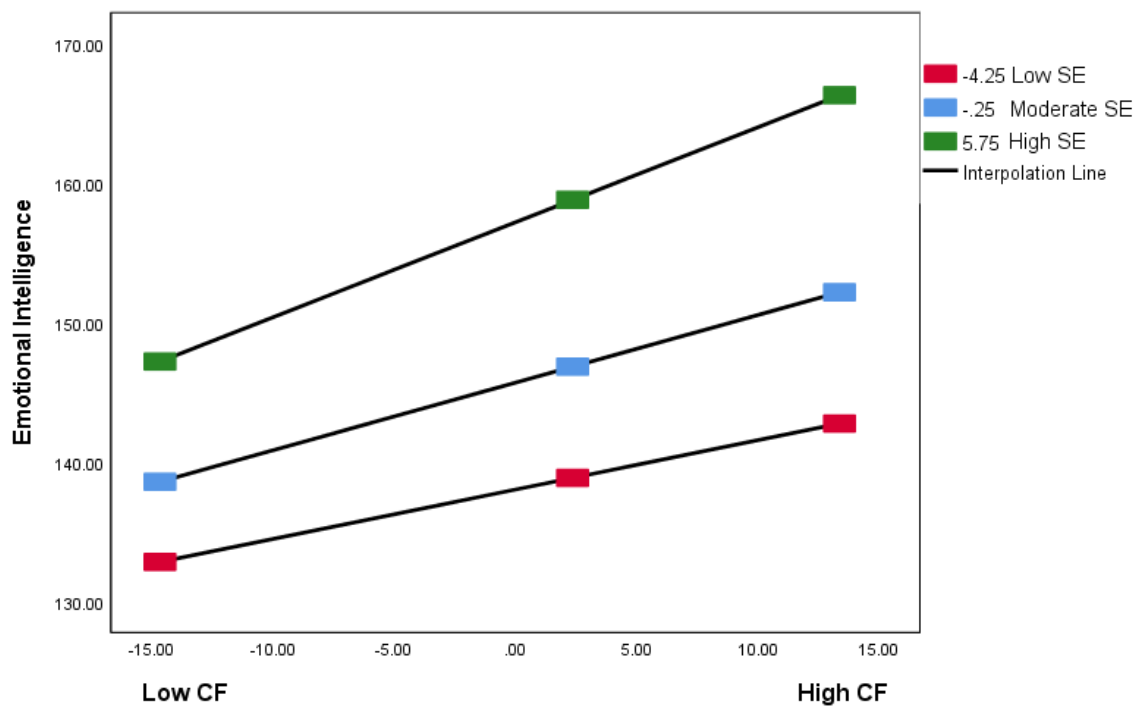
*p< .05; **< .01; ***p< .001

Table 4 displays the regression weights for the direct paths within the moderated mediation model, showing that cognitive flexibility did not significantly predict emotional intelligence, nor did general self- efficacy. However, the interaction term i.e. Cognitive Flexibility * General Self- Efficacy significantly predicted emotional intelligence indicating a significant moderation effect. Emotional Intelligence significantly predicted both Attitude Towards Artificial Intelligence and

Job Satisfaction. Direct effects of Cognitive Flexibility on Attitude Towards Artificial Intelligence and Job Satisfaction were not found to be statistically significant.

Figure 3

Figure 1 shows that Self- Efficacy moderates the relationship between Cognitive Flexibility and Emotional Intelligence



X axis shows Cognitive Flexibility ranging from low to high and Y axis shows Emotional Intelligence scores. It can be interpreted from the graph that General Self-Efficacy moderates the relationship between Cognitive Flexibility and Emotional Intelligence. The higher a person's Self-Efficacy, the more their Cognitive Flexibility enhances their emotional intelligence. If

someone has low self-efficacy, even if they have high Cognitive Flexibility, it doesn't impact their emotional intelligence much.

Table 5: Indirect Effects

Tables in this section show the moderated mediation analysis to see whether the indirect effect of Cognitive Flexibility on Job Satisfaction and Attitude Towards AI via Emotional Intelligence was moderated by General Self- Efficacy.

Table 5.1: Indirect Effects- Lower Bounds

Table 5.1 shows the lower bounds of 95% confidence intervals for the indirect effects.

	Cognitive Flexibility* Self-Efficacy	Self -Efficacy	Cognitive Flexibility	Emotional Intelligence
Emotional Intelligence	<.001	<.001	<.001	<.001
Job Satisfaction	.009	-2.651	-.940	<.001
Attitude Towards AI	.001	-.472	-.193	<.001

Table 5.2: Indirect Effects- Upper Bounds

Table 5.2 shows the upper bounds of the 95% confidence intervals for the indirect effects.

	Cognitive Flexibility* Self- Efficacy	Self -Efficacy	Cognitive Flexibility	Emotional Intelligence
Emotional Intelligence	<.001	<.001	<.001	<.001
Job Satisfaction Attitude Towards Artificial Intelligence	.043	.882	.080	<.001
	.008	.017	-.006	<.001

Table 5.3: Indirect Effects- Two Tailed Significance

Table 5.3 shows significance levels for each indirect effect.

	Cognitive Flexibility*	Self-Efficacy	Cognitive Flexibility	Emotional Intelligence
Emotional Intelligence
Job Satisfaction	.025	.218	.141	...
Attitude Towards Artificial Intelligence	.030	.143	.066	...

From tables 5.1, 5.2 and 5.3 it can be seen that both the lower and upper bounds are found to be positive for both job satisfaction and attitude towards artificial intelligence. This indicates that the indirect effect of the interaction between Cognitive flexibility and General Self- Efficacy on Job Satisfaction ($p = .025$) and Attitude towards AI ($p = .030$) are both statistically significant through the model pathways.

CHAPTER 6

DISCUSSION

Through the study it was found that cognitive flexibility is not positively associated with Attitude towards Artificial Intelligence, thus rejecting Hypothesis 1. Another research examining the relationship between cognitive flexibility and attitude towards AI found a positive association between them, but it becomes important to note that such studies have been conducted on students studying sports sciences, limiting the generalizability of its results to the working industry and their trends. (Özsoy, Karataş, 2023)

In the organizational context, studies in the past have found that cognitive flexibility reduces an employee's resistance to organizational change (Su et al., 2012) and increases technological adaptation (Joshua et al., 2020). Studies have also found an association between cognitive flexibility and AI usage (Szymkiewicz et al., 2024) and all these findings put together make it possible to think that there could be a positive association between cognitive flexibility and attitude towards AI in the working sector. Nonetheless, there are no studies that have explored the direct relationship between cognitive flexibility and attitude towards AI in the Indian working context. The results of the present study make it is compelling to explore the other factors that may influence an employee' attitude to the use of such novel advancements in the working sector and lack of association could possibly be due to some contextual or situational factors like the purpose for use of AI, cultural narratives etc.

Cognitive flexibility is found to have a significant positive association with Job Satisfaction, accepting Hypothesis 2. Multiple researchers in the past across varied occupational contexts (counselling, farming, nursing) have also pointed to the fact that cognitive flexibility can

enhance job satisfaction (Allahverdi & Bayer, 2024; Joshua et al., 2020). Studies also suggest that employees who have high cognitive flexibility are better equipped to handle workplace stressors and may lead to improved job satisfaction (Khan & Kewalramani, 2025). The Job Demand Resources Model by Demerouti and colleagues (2001) also states that the use of personal resources helps the employees to better cope with the organizational demands and may lead to improved workplace outcomes like job satisfaction.

Cognitive Flexibility's effect on Attitude towards AI is mediated through emotional intelligence depending on the level of general self-efficacy, since the indirect effect is found to be significant, thus accepting Hypothesis 3. This somehow contributes to the understanding that psychological resources have a considerable role to play when it comes to dealing with changing environmental stimuli and their interaction strengthens the effect. Although, recent studies suggest that the rising use of AI in organizations demands employees to develop human skills like cognitive flexibility (Cady et al., 2024), it has no significant association with attitude towards artificial intelligence. However, studies have also provided support for the fact that there is a positive relationship between cognitive flexibility and emotional intelligence (Esten et al., 2017; Laçın & Yalçın, 2019; Kalpana et al., 2019). This thus, helps explain that cognitive flexibility may improve an employee's ability to manage and regulate their emotional response and thus impact their attitude towards artificial intelligence. In addition, the level of self-efficacy of the employees also affects this effect. Researches also support that self-efficacy has a significant impact on the employee emotions and actions (Khalique & Singh, 2019).

Cognitive Flexibility's effect on Job Satisfaction is mediated through emotional intelligence depending on the level of general self-efficacy, since the indirect effect is found to be significant, thus accepting Hypothesis 4. Multiple studies have demonstrated that there is a

relationship between cognitive flexibility and job satisfaction. However, the strength of the relationship has varied across these studies, ranging from low to moderate. (Ram et al., 2022; Adyin & Odaci, 2020). This sparked interest in understanding if there are other factors that might be affecting the relationship between cognitive flexibility and job satisfaction. Previous researches have contributed to understand that cognitive flexibility and emotional intelligence have a significant positive relationship and the present study also supports that high cognitive flexibility in employees makes them better at managing, regulating and understanding their own as well as others' emotions which enables them to better handle workplace demands and thus affect their job satisfaction. In addition, earlier researches have also contributed to the understanding by suggesting that both emotional intelligence and self- efficacy are strong predictors of job satisfaction (Masrek et al., 2014; Rai & Tandon, 2018; Lee et al., 2017; Rao & Aileni, 2018) and in the present study the level of self- efficacy of the employees plays a significant role in the relationship between cognitive flexibility, emotional intelligence and job satisfaction.

General Self- Efficacy moderates the relationship between Cognitive Flexibility and Emotional Intelligence indicated by statistically significant interaction term thus accepting Hypothesis 5. Multiple researches in the past have found that there is a positive relationship between self- efficacy and cognitive flexibility; and self -efficacy and emotional intelligence (Ester et al., 2017; Laçin & Yalçin, 2019 Kalpana et al., 2019). High self-efficacy boosts the employee's confidence in their ability, allowing them to adapt to difficult situations and also better regulate their emotional responses. However, cognitive flexibility, self- efficacy and emotional intelligence have not been studied in association with each other at the same point in time in the context of a working environment. The presented study aimed to fill in this gap and found

support for the moderating role of self- efficacy in the relationship between cognitive flexibility and emotional intelligence backed by Bandura's Cognitive Theory which states that personal belief plays a crucial role in how cognitive and emotional processes translate into behaviour.

Thus, the present study helps understand psychological resources that affect the workplace outcomes like job satisfaction and attitude towards AI and gain better insights into what soft skills the dynamic workforce might have to consider in the times of increasing technological advancements.

CHAPTER 8

CONCLUSION AND FUTURE IMPLICATIONS

Conclusion

The present study adds significant value to the existing literature by exploring a moderated mediation model that highlights the intricate interplay between cognitive flexibility, psychological resource, skillsets and workplace outcomes in employees. The findings underscore that cognitive flexibility serves as an important skill that has a positive association with emotional intelligence, depending on the level of self- efficacy. Mediation analysis further revealed that emotional intelligence acts as a key mechanism explaining the relationship of cognitive flexibility with job satisfaction and attitude towards artificial intelligence. Moreover, the moderated mediation analysis provided compelling evidence that self- efficacy plays a vital role in enhancing the impact of cognitive flexibility on emotional intelligence, thereby emphasizing their importance in facilitating an employee's attitude towards artificial intelligence in changing workplace environments and promoting positive workplace outcomes like job satisfaction.

Practical Implications

The change of circumstances requires an individual to adapt effectively to the environmental conditions and the same remains relevant in workforce settings as well. With these changing trends follows the need for understanding the skillsets required to adjust to such novel situations effectively. And over time many organizations have begin to make use of psychometric assessments to tap in to find the presence of such skill sets in applicants/ employees in order to

make important workplace decisions like hiring, performance appraisals, understanding turnover etc.

Through the present study we have explored the psychological resources that help understand what influences an employee's job satisfaction and attitude towards artificial intelligence (a recent and significant trend) and an understanding of such psychological resources can help the workforce settings identify what specific skillsets apart from technical skills they must look out for in order to leverage the key performance indicators.

Limitations

There are limitations to the current investigation. The research used self-reported Measures, which may be subject to response bias. Each question may have a varied meaning to different respondents, and each respondent will answer according to how they understand the question. Moreover, social-desirability bias may influence their responses. Considering that the sample size was small, a larger sample with additional variables might provide effective results.

Future Direction

Future research could make use of qualitative research designs to gain an understanding of the employee's perception and response to what contributes to their satisfaction on the job and ability to adapt. A longitudinal study may help get deeper insights on how these resources develop with the time and changing environmental stimuli in the context of a work setting.

CHAPTER 9

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APPENDIX

Cognitive Flexibility Inventory (CFI)

Instructions:

Please use the scale below to indicate the extent to which you agree or disagree with the following statements.

		Strongly disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly agree
1	I am good at "sizing up" situations	1	2	3	4	5	6	7
2	I have a hard time making decisions when faced with difficult situations	7	6	5	4	3	2	1
3	I consider multiple options before making a decision	1	2	3	4	5	6	7
4	When I encounter difficult situations, I feel like I am losing control	7	6	5	4	3	2	1
5	I like to look at difficult situations from many different angles	1	2	3	4	5	6	7
6	I seek additional information not immediately available before attributing causes to behaviour	1	2	3	4	5	6	7
7	When encountering difficult situations, I become so stressed that I can not think of a way to resolve the situation	7	6	5	4	3	2	1
8	I try to think about things from another person's point of view	1	2	3	4	5	6	7
9	I find it troublesome that there are so many different ways to deal with difficult situations	7	6	5	4	3	2	1
10	I am good at putting myself in others' shoes	1	2	3	4	5	6	7
11	When I encounter difficult situations, I just don't know what to do	7	6	5	4	3	2	1
12	It is important to look at difficult situations from many angles	1	2	3	4	5	6	7
13	When in difficult situations, I consider multiple options before deciding how to behave	1	2	3	4	5	6	7
14	I often look at a situation from different view-points	1	2	3	4	5	6	7
15	I am capable of overcoming the difficulties in life that I face	1	2	3	4	5	6	7
16	I consider all the available facts and information when attributing causes to behaviour	1	2	3	4	5	6	7
17	I feel I have no power to change things in difficult situations	7	6	5	4	3	2	1

		Strongly disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly agree
18	When I encounter difficult situations, I stop and try to think of several ways to resolve it	1	2	3	4	5	6	7
19	I can think of more than one way to resolve a difficult situation I'm confronted with	1	2	3	4	5	6	7
20	I consider multiple options before responding to difficult situations	1	2	3	4	5	6	7

General Self-Efficacy Scale (GSE)

	Not at all true	Hardly true	Moderately true	Exactly true
1. I can always manage to solve difficult problems if I try hard enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If someone opposes me, I can find the means and ways to get what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It is easy for me to stick to my aims and accomplish my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am confident that I could deal efficiently with unexpected events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can solve most problems if I invest the necessary effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When I am confronted with a problem, I can usually find several solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If I am in trouble, I can usually think of a solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can usually handle whatever comes my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEIQue-SF

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

1 2 3 4 5 6 7

Completely Disagree **Completely Agree**

1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
3. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

JOB SATISFACTION SURVEY

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	PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.	
		Disagree very much Disagree moderately Disagree slightly Agree slightly Agree moderately Agree very much
1	I feel I am being paid a fair amount for the work I do.	1 2 3 4 5 6
2	There is really too little chance for promotion on my job.	1 2 3 4 5 6
3	My supervisor is quite competent in doing his/her job.	1 2 3 4 5 6
4	I am not satisfied with the benefits I receive.	1 2 3 4 5 6
5	When I do a good job, I receive the recognition for it that I should receive.	1 2 3 4 5 6
6	Many of our rules and procedures make doing a good job difficult.	1 2 3 4 5 6
7	I like the people I work with.	1 2 3 4 5 6
8	I sometimes feel my job is meaningless.	1 2 3 4 5 6
9	Communications seem good within this organization.	1 2 3 4 5 6
10	Raises are too few and far between.	1 2 3 4 5 6
11	Those who do well on the job stand a fair chance of being promoted.	1 2 3 4 5 6
12	My supervisor is unfair to me.	1 2 3 4 5 6
13	The benefits we receive are as good as most other organizations offer.	1 2 3 4 5 6
14	I do not feel that the work I do is appreciated.	1 2 3 4 5 6
15	My efforts to do a good job are seldom blocked by red tape.	1 2 3 4 5 6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1 2 3 4 5 6
17	I like doing the things I do at work.	1 2 3 4 5 6
18	The goals of this organization are not clear to me.	1 2 3 4 5 6

	PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT. Copyright Paul E. Spector 1994, All rights reserved.	Disagree very much Disagree moderately Disagree slightly Agree slightly Agree moderately Agree very much
19	I feel unappreciated by the organization when I think about what they pay me.	1 2 3 4 5 6
20	People get ahead as fast here as they do in other places.	1 2 3 4 5 6
21	My supervisor shows too little interest in the feelings of subordinates.	1 2 3 4 5 6
22	The benefit package we have is equitable.	1 2 3 4 5 6
23	There are few rewards for those who work here.	1 2 3 4 5 6
24	I have too much to do at work.	1 2 3 4 5 6
25	I enjoy my coworkers.	1 2 3 4 5 6
26	I often feel that I do not know what is going on with the organization.	1 2 3 4 5 6
27	I feel a sense of pride in doing my job.	1 2 3 4 5 6
28	I feel satisfied with my chances for salary increases.	1 2 3 4 5 6
29	There are benefits we do not have which we should have.	1 2 3 4 5 6
30	I like my supervisor.	1 2 3 4 5 6
31	I have too much paperwork.	1 2 3 4 5 6
32	I don't feel my efforts are rewarded the way they should be.	1 2 3 4 5 6
33	I am satisfied with my chances for promotion.	1 2 3 4 5 6
34	There is too much bickering and fighting at work.	1 2 3 4 5 6
35	My job is enjoyable.	1 2 3 4 5 6
36	Work assignments are not fully explained.	1 2 3 4 5 6

Attitudes Towards Artificial Intelligence Scale (ATTARI-12), English version

Instruction: *In the following, we are interested in your attitudes towards artificial intelligence (AI). AI can execute tasks that typically require human intelligence. It enables machines to sense, act, learn, and adapt in an autonomous, human-like way. AI may be part of a computer or online platform—but it can also be encountered in various other hardware devices such as robots.*

Item List:

	Wording	Facet	Valence
1	<i>AI will make this world a better place.</i>	<i>Cognitive</i>	Positive
2	<i>I have strong negative emotions about AI.</i>	<i>Affective</i>	Negative (reverse-coded)
3	<i>I want to use technologies that rely on AI.</i>	<i>Behavioral</i>	Positive
4	<i>AI has more disadvantages than advantages.</i>	<i>Cognitive</i>	Negative (reverse-coded)
5	<i>I look forward to future AI developments.</i>	<i>Affective</i>	Positive
6	<i>AI offers solutions to many world problems.</i>	<i>Cognitive</i>	Positive
7	<i>I prefer technologies that do not feature AI.</i>	<i>Behavioral</i>	Negative (reverse-coded)
8	<i>I am afraid of AI.</i>	<i>Affective</i>	Negative (reverse-coded)
9	<i>I would rather choose a technology with AI than one without it.</i>	<i>Behavioral</i>	Positive
10	<i>AI creates problems rather than solving them.</i>	<i>Cognitive</i>	Negative (reverse-coded)
11	<i>When I think about AI, I have mostly positive feelings.</i>	<i>Affective</i>	Positive
12	<i>I would rather avoid technologies that are based on AI.</i>	<i>Behavioral</i>	Negative (reverse-coded)