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Using AI and Concerns in Corporate Learning

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ABSTRACT
The aim of this study is to explore the relationship between the frequency of using artificial intelligence (AI) technologies and the level of concerns about their implementation in Corporate Learning. Data were collected through an online questionnaire from 1308 respondents. The findings reveal a statistically significant, though weak, negative relationship indicating that respondents with higher frequency of AI use report lower concerns about its educational use. Contrary to expectations, older respondents demonstrated fewer concerns compared to younger ones. The regression analysis confirmed these results and indicated that additional factors might influence respondents' attitudes. Recommendations include publicly presenting the benefits of AI to alleviate concerns and encourage adoption by the mass population and business.

Keywords:
Artificial Intelligence, Corporate Learning, Concerns, Frequency of Use, Technology Acceptance

INTRODUCTION

Artificial Intelligence (AI) represents a pivotal force in contemporary technological development, with its influence extending across numerous facets of daily life. Defined as technology that enables activities traditionally associated with human cognition—such as decision-making, learning, planning, and creativity (Alqahtani et al., 2023)—AI is increasingly integrated into domains such as security, industry, corporate learning, marketing, and media (Alowais et al., 2023). While AI promises considerable improvements in efficiency and quality of life, it also raises significant societal concerns. These include issues relating to the erosion of human agency, data misuse, the deterioration of interpersonal relationships, and complex ethical dilemmas (Bengio et al., 2024). Understanding public sentiment towards AI is thus essential, both to inform empirical research and to guide policy that ensures technological progress aligns with the protection of societal well-being.

Public perception plays a decisive role in determining the successful adoption of AI across social and economic systems. While many view AI as a tool to enhance productivity and streamline operations, others are apprehensive about its implications for personal privacy, job security, and autonomy (Hunkenschroer & Luetge, 2022). In the context of corporate learning, this sensitivity is particularly acute, as AI increasingly influences a domain that has traditionally relied on human-centred interaction. The use of AI in this field may offer benefits such as personalised learning paths, improved accessibility, and innovative pedagogical strategies. However, it may also diminish critical thinking, reduce creative originality, and lead to the misuse of information (Timotheou et al., 2023). These competing narratives underscore the importance of evaluating how people engage with AI and how such engagement may shape their attitudes.

Given the dual potential of AI to both enhance and complicate educational environments, it is pertinent to investigate whether the frequency of AI use correlates with levels of concern regarding its application in corporate learning. Regular interaction with AI may either alleviate fears through increased familiarity or, conversely, heighten concerns as users become more aware of potential drawbacks (Choung et al., 2023). This research, therefore, aims to explore the relationship

between AI usage frequency and public attitudes towards its implementation in corporate learning. Two primary hypotheses guide this investigation: (H1) that more frequent use of AI corresponds with reduced concern about its integration into corporate learning; and (H2) that age influences attitudes, with younger individuals expressing fewer reservations than their older counterparts.

METHOD

The present study analyses the relationship between the frequency of the use of artificial intelligence (AI) and the level of respondents' concerns related to its use in Corporate Learning. Data collection was conducted through a quantitative approach using an online questionnaire (CAWI) that ran from February to April 2024. The research population consisted of 1308 respondents aged 18 years and above. The demographic composition of the sample was diverse, with the largest group of respondents being in the 61 to 79 age group (39.7%). In terms of gender distribution, females dominated (67.2%), males made up 31.7% and the remaining options were marginally represented. A self-administered questionnaire was used as the research instrument, which consisted of a series of questions aimed at identifying socio-demographic characteristics such as age and gender, and questions on the use of AI, frequency of its use, as well as open-ended questions, from which the respondents' level of concern was subsequently categorized. Frequency of AI use was measured using an ordinal five-point scale that included options for 'never', 'rarely', 'sometimes', 'often' and 'always'. Respondents' concerns related to the use of AI in Corporate Learning were classified into three categories based on qualitative content analysis of the responses: no concern, moderate concern, and significant concern. Statistical methods suitable for ordinal variables were chosen for data analysis. First, Spearman's correlation analysis was applied, which is defined by the formula:

rs = 1 - [6 × sum(di^2) / n × (n^2 - 1)] (1)

where "rs" is the Spearman correlation coefficient, "di" is the difference between the rank order of the values of variable X and variable Y, and "n" is the number of respondents. Statistical significance of the correlation was set at $p < 0.05$. Subsequently, ordinal logistic regression was used to analyse the relationships between ordinal variables while controlling for the influence of other factors, in this case the age of the respondents. The general form of the ordinal regression model is expressed by the formula:

log [P(Y ≤ j) / (1 - P(Y ≤ j))] = a - (b1 × X1 + b2 × X2 + ... + bk × Xk) (2)

where P(Y ≤ j) is the probability that the dependent variable Y takes the value of at most j, a are the thresholds, and b1, b2 to bk are the regression coefficients for each of the independent variables X1 to Xk. The parameter of the regression model was estimated by the maximum likelihood estimation (MLE) method, which is calculated as:

L = product [f(xi | parameters)] for all i from 1 to n (3)

where L denotes plausibility, f(xi | parameters) is the probability of the observed value of xi given the model parameters, and "n" is the number of observations. The adequacy of the model was tested using the Pearson chi-square test, which is calculated by the formula:

Chi2 = sum [(Oi - Ei)^2 / Ei] (4)

where "Oi" are the observed values and "Ei" are the expected values calculated by the model.

A parallel lines test was also performed, which confirmed that the proportional odds assumption was met ($p > 0.05$). All analyses were performed using IBM SPSS Statistics statistical software (version 30), with the significance level set at $p < 0.05$ by default. The study has several limitations that need to be taken into account when interpreting the results. The main limitations are mainly the voluntary nature of the research sample, which may have affected the representativeness of the results, the subjective nature of the respondents' answers and the presence of cells with zero frequencies (6.7%), which may potentially affect the stability of the regression model results. Therefore, the interpretation of the results should be cautious and take into account these methodological limitations mentioned above.

RESULTS

In the following section of the paper, the results of an empirical analysis aimed at verifying the relationship between the frequency of use of AI technologies and the level of respondents' concerns about its implementation in the field of Corporate Learning are presented. The analysis is based on the data obtained through a questionnaire survey on a sample of 1308 respondents. The results are sorted according to the statistical methods used, with correlation analysis presented first to verify the general existence of a relationship between the variables, followed by a more detailed ordinal regression analysis. The results are used to test the stated hypotheses, which posit a relationship between the frequency of AI use, the age of the respondents, and their level of concern. Each table is accompanied by a separate interpretation of the results, emphasizing their significance in the context of the stated research questions and hypotheses.

Table 1 Correlation Between Frequency of AI Use and Level of Concern about AI

Variables	AI frequency	AI concerns
AI frequency	1,000	-,059*
Significance (p-value)	-	0,032
concerns_AI	-,059*	1,000
Significance (p-value)	0,032	-

* Correlation is significant at the level of $p < 0.05$.

Source: own processing, 2025

Spearman's correlation indicated a statistically significant negative relationship between the frequency of AI use and concerns about AI adoption in Corporate Learning (rho = -0.059; p = 0.032). This result confirms the assumption in hypothesis H1, however, it should be emphasised that the strength of this relationship is weak. To further understand the relationship between the variables and to test both hypotheses, we used ordinal logistic regression, the results of which are presented below.

Table 2 Results of Ordinal Logistic Regression

Model	-2 Log Likelihood	Chi-Square	df	p-value
Intercept only	225,054			
Final model	215,507	9,548	2	0,008

Source: own processing, 2025

A regression model that included frequency of AI use and age of respondents significantly improved the explanation of the variability in concern over the model with

only the intercept ($\chi^2 = 9.548$; $p = 0.008$). This indicates that both variables of interest have a significant effect on respondents' attitudes.

Table 3 Goodness-of-Fit of the Regression Model

Compliance test	Chi-Square	df	p-value
Pearson	60,190	46	0,078
Deviancia	53,215	46	0,216

Source: own processing, 2025

The goodness-of-fit test values indicate that the model adequately represents the data ($p > 0.05$), indicating the goodness of fit of the model used.

Table 4 Explanation of Variability (PSEUDO R^2)

Pseudo R^2 indicator	Value
Cox and Snell	0,007
Nagelkerke	0,008
McFadden	0,004

Source: own processing, 2025

The relatively low pseudo R^2 values indicate that although the model significantly describes the relationship between the variables, the overall explained variability of concern is relatively low. There are probably other factors that influence respondents' concerns.

Table 5 Parameter Estimates

Parameter	Estimate	No. error	Wald	df	p-value	95% confidence interval
Threshold concern=0	-0,576	0,196	8,602	1	0,003	-0.961 to -0.191
Threshold concern=1	1,508	0,203	55,161	1	<0,001	1,110 to 1,906
AI frequency	-0,136	0,046	8,739	1	0,003	-0.227 to -0.046
Age of respondent	-0,104	0,052	4,096	1	0,043	-0.205 to -0.003

Source: own processing, 2025

Consistent with hypothesis H1, results showed that higher frequency of AI use was associated with significantly lower concerns about AI use ($p = 0.003$). Hypothesis H2, which hypothesized that younger respondents would have lower concerns than older respondents, was not supported. On the contrary, the results suggest that older age is associated with lower levels of worry ($p = 0.043$), which is opposite to our initial expectations.

Table 6 Parallel Lines Test

Model	-2 Log Likelihood	Chi-Square	df	p-value
The null hypothesis	215,507			
General model	214,134	1,372	2	0,504

Source: own processing, 2025

The parallel lines test confirmed the appropriateness of using ordinal regression, as the condition of parallelism of parameters was met ($p = 0.504$).Based on the analyses, the research question can be answered in the affirmative: there is a relationship between the frequency of AI use and concerns, and this relationship is negative and statistically significant, albeit weak. Hypothesis H1 is confirmed. Hypothesis H2 was not confirmed in the predicted direction - on the contrary, older respondents show less concern, suggesting the need for further investigation into the reasons for this result.

Discussion

The results of the study indicate the existence of a statistically significant, albeit weak, negative relationship between the frequency of use of artificial intelligence (AI) and the level of concern about its implementation in the field of Corporate Learning.

The negative relationship found supports our initial hypothesis that respondents who use AI technologies more frequently experience less concern about their wider use in educational processes. This phenomenon can be explained by the fact that as experience increases, users' confidence in the technology increases, which leads to a reduction in concerns about the misuse or negative consequences of AI (Schepman & Rodway, 2023). A surprising finding was the negative relationship between the age of the respondents and the level of concern about AI adoption. We initially hypothesized that younger respondents would exhibit lower levels of concern compared to older respondents. However, our results suggest the opposite trend, i.e. that older respondents have lower levels of concern. One possible explanation for this unexpected result is that older age groups may perceive AI as less threatening due to less exposure to media content highlighting the risks of AI (Chu et al., 2022).

However, it should be considered that this group of respondents may have used AI mainly in the context of common and less risky applications, such as customer support or text translation, which may have influenced their more positive attitudes (Chi et al., 2022). At the same time, the low pseudo R^2 values show that there are other factors besides frequency of AI use and age that influence respondents' attitudes towards AI. Such factors may include, for example, the level of digital literacy, the level of trust towards technology, or even sociocultural factors that shape people's attitudes towards new technologies (Tiwari et al., 2024). However, these factors were not the focus of this research and their influence remains a subject for future research. Given the relationships identified, we recommend that educational institutions planning for wider adoption of AI technologies should target their activities to inform and educate the public with an emphasis on practical experiences and real-world benefits of AI, which could effectively reduce existing concerns and promote acceptance of these technologies (Khosravi et al., 2022). In addition to the above, it would be useful to explore in more detail the factors influencing public attitudes towards AI in order to identify specific factors leading to a positive change in attitudes across different demographic groups (Fritsch et al., 2022). Limitations that may affect the present investigation are as follows. The first is the voluntary nature of the respondents, which may have caused self-selection of respondents more open to new technologies, as well as relatively little variability in the attitudes analyzed. Future research should therefore consider a wider range of variables and more robust research designs in order to overcome these limitations.

CONCLUSIONS

The results of the present investigation confirmed the existence of a relationship between the frequency of use of artificial intelligence (AI) technologies and the level of concern about the introduction of AI in the field of Corporate Learning. In doing so, it is important to note that more frequent use of AI is statistically significant, albeit weakly negatively related to respondents' concerns, supporting the hypothesis that users with higher levels of experience are less concerned about the use of AI in Corporate Learning. A specific result was that respondents with older age showed less concern than younger respondents, which contradicted the original hypothesis. The above result defines more complex factors influencing attitudes towards AI, which may be related to the type of experience of older respondents or different expectations from AI technologies. Although the model analysed provided useful information, the overall

variability explained by the variables used was at a lower level. Therefore, further research should explore other factors such as digital literacy, trust in technology, or sociocultural influences that may play an important role in shaping attitudes towards AI. A practical recommendation for educational institutions is to pay more attention to systematic Corporate Learning and awareness-raising about AI, especially through positive and practical examples of its use. This approach could effectively alleviate public concerns while promoting wider acceptance of AI in Corporate Learning. Given the above results and their interpretation, it is clear that future research should continue to explore other relevant variables in depth and use larger, representative samples. These steps will contribute to a better understanding of public attitudes and enable more effective implementation of AI technologies in Corporate Learning.

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