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Perception and Acceptance of Artificial Intelligence Among Adult Learners: Effects on Motivation and Learning Engagement

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Abstract

The aim of this paper is to explore the perception and acceptance of artificial intelligence (AI) among adult learners participating in formal and non-formal education programs, aged 18 to 65, and to examine how these attitudes influence their motivation and engagement in learning. Using a mixed-method approach, data from 151 participants collected via an online questionnaire were analyzed. The results show that most respondents use AI tools occasionally or never, while a smaller portion use them regularly. The main reported advantages of AI include fast access to information, content summarization, writing support, and personalized learning, whereas concerns are related to information inaccuracy, lack of technical terminology, and limited trust in technology. Statistical analysis revealed a significant association between a positive perception of AI (understanding, perceived usefulness, and enjoyment) and higher intrinsic motivation for learning, leading to the rejection of hypothesis H1. In contrast, hypotheses H2 and H3 suggesting that higher education levels and regular AI use are associated with greater motivation were not statistically confirmed. Most participants emphasized the need for education on proper AI usage and the development of clear ethical guidelines in educational contexts.

Keywords: Adult Education; Digital Literacy; Ethical Guidelines; Personalized Learning; Technology Trust