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Attitudes of Teacher Candidates Towards the Use of Artificial Intelligence

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Abstract

The use of artificial intelligence (AI) is growing at an ever-increasing pace, affecting many areas of people's daily lives. Recent research has revealed a wide range of positive and negative attitudes towards AI (Schepman&Rodway 2020). Some studies have examined specific aspects of attitudes toward AI, such as the sensitivity of jobs to technological developments. (Frey&Osborne 2017). In our research, we seek to answer the question of how higher education can prepare today's teacher education students for their role as teachers of tomorrow. Through an attitude survey among students, we identify the problems, challenges, and fears that arise in relation to the use of AI in traditional higher education among students, teachers, and researchers. We take into account the opportunities and limitations that teachers employed in public education face (or may face) in their everyday practice in relation to AI. In our research, we adapted Yurt & Kasarci's (2024) questionnaire into Hungarian, which uses 20 statements to assess the motives for using artificial intelligence. We then compiled a five-point Likert scale questionnaire consisting of 16 work-related questions to explore the fears and expectations of students participating in teacher training. The sample for our study consists of students enrolled in teacher training at Károli Gáspár Reformed University (n=300). As a control group, we also included non-teacher training students at KRE (n=66) in the data collection. We used a questionnaire to measure the students' responses. In addition, we review training regulations and take stock of previously published domestic and international research and good practices in order to obtain a more complete picture of the attitudes of students participating in teacher training towards AI.

Keywords: Teacher Training; Artificial Intelligence; Attitude Survey; Higher Education