Attitude Towards Artificial Intelligence and Tech Anxiety Among Working Professionals in Metropolitan Cities

Agna M Preeth, Vigraanth Bapu K.G

Abstract: Our attitudes towards Artificial Intelligence (AI) and our worries about technology are more relevant than ever in the modern world. Professionals in urban areas are at the forefront of the technological transition as AI technologies are progressively incorporated into various facets of professional life, from AI-driven decision-making tools to automated processes. This study investigated the relationship between attitudes towards Artificial Intelligence (AI) and Tech Anxiety among urban millennials. A quantitative research method was employed, utilizing the General Attitude Towards Artificial Intelligence Scale and the Attitude to Abbreviated Technology Anxiety Scale. A sample of 150 responses, predominantly from IT professionals and educators in metropolitan areas, was collected and analyzed. The findings revealed that there was no significant relationship between positive and negative attitudes towards AI and Tech Anxiety among urban millennials. Additionally, no significant differences were found in attitudes towards AI and Tech Anxiety based on profession and age. An interesting observation was made regarding age groups within the urban millennial demographic. While there was no significant difference in attitudes towards AI and Tech Anxiety between younger (25 to 30 years old) and older (31 to 35 years old) participants, it was noted that Tech Anxiety levels were slightly higher among individuals aged between 31 to 35 than 25-30.

Keywords; Attitude towards artificial intelligence, Tech Anxiety, Urban Millenials, Working professionals, Metropolitian cities.

I. INTRODUCTION

The rise of Artificial Intelligence (AI) has brought about an era of progress and innovation which is reshaping industries and impacting the global workforce. With its increasing significance, AI has both negative effects, on professionals working in cities [2]. While AI offers improved efficiency and productivity it also raises concerns regarding job displacement, privacy issues, and overreliance on machines [11]. This research paper aims to delve into the relationship between professionals in metropolitan areas and AI with a specific focus on their attitudes, towards it and the prevalence of technology-related anxiety.

* Correspondence Author (s)

Agna M Preeth*, Student, Department of Psychology, Kristu Jayanti College, Bangalore (Karnataka), India. E-mail: agnamp99@gmail.com, ORCID ID: 0000-0003-3025-7424

Vigraanth Bapu K.G, Assistant Professor, Department of Psychology, Kristu Jayanti College, Bangalore (Karnataka), India. vIgraanth@kristujayanti.com

The dynamics of the workplace have changed as a result of artificial intelligence's (AI) rapid incorporation into contemporary society, especially in the busy corridors of large cities. The views of working professionals towards AI become a focal point in comprehending the changing nature of work, as these metropolitan hubs act as crucibles for technological innovation, economic growth, and cultural diversity [17]. Concurrently, the emergence of "Tech Anxiety" has cast doubt on AI's hopeful prospects and sparked worries about its possible drawbacks [22]. Big cities are centers of innovation, where many cultures come together with technological advancements to create a modern workplace. Working professionals' perspectives on artificial intelligence (AI) are critical in determining how individuals interact with and use this ground-breaking technology in their daily work lives, claim [18] these opinions range widely in terms of beliefs, understandings, and emotional responses to AI, from joy and hope to uncertainty and fear [3]. By attentively examining these complicated viewpoints, we can uncover a great deal about the human side of the technology transition occurring in urban workplaces. Because of the constant uncertainty surrounding job security and the changing nature of roles following AI integration, employees who experience technological anxiety are more likely to experience lower levels of job satisfaction and overall well-being [13]. This fear may show up as opposition to the use of AI technologies, which would make it more difficult for the company to take full advantage of the advantages of AI for increased production and efficiency [16]. Because of the ongoing fear of obsolescence and the dynamic nature of work environments impacted by AI, employees' psychological well-being is negatively impacted by technological anxiety, which can have long-term effects on mental health issues such as depression and burnout[7]. A representative sample of the UK population's AI narratives measured the frequency of "Fears" (such as AI taking over or replacing people) and "Hopes" (like AI making life easier). They discovered a prevalence of negative opinions, with stories that emphasized apocalyptic predictions about AI's potential effects taking center stage [2][25][26][27][28]. On the other hand, (Fast and Horvitz,2017, [9]) examined three decades' worth of New York Times news articles about artificial intelligence and found that starting in 2009, there was a noticeable rise in both optimism and concerns (such as loss of control, moral dilemmas, and effects on the workplace). Collectively, these pieces presented opposing positive and negative themes that were shared by media outlets, professionals, and the general public.

The same general ideas were mirrored by recent large-scale quantitative studies, which revealed similar split opinions. A large number of the 702 occupations that [10] generated computerisability scores for were highly computerisable. Similar in goal but distinct in methodology, [5] found a variety of vocations in danger of automation.

Naturally, this could make people feel negatively towards AI. Also, Kulikov and Shirokova [14] discovered that although people had negative feelings when they envisaged robots replacing other people's occupations, they would experience fewer negative emotions if robots replaced their jobs as opposed to other people replacing their jobs. All of these studies point to the possibility that highly predictable positions may be automated, which may validate people's worries about their employment in the future.

Humanity will need to acquire new competencies and skills if it is to profit from the latest technical advancements. To enable reflection on the ethical and value-related difficulties of the new technological breakthroughs, for instance, they must acquire critical abilities[12]. They also comprise the capacity to identify trends and comprehend the state of society, the environment, the planet, businesses, and individuals[4].

After careful consideration of the literature, the present study aims to find out the relationship between attitudes towards artificial intelligence and Tech Anxiety among IT employees and educators in metropolitan cities and also the differences based on profession and age.

II. METHODOLOGY

Aim: This study aims to determine the significant relationship between the attitude toward Artificial Intelligence and technological anxiety among urban millennials residing in metropolitan cities in India.

III. OPERATIONAL DEFINITIONS

Artificial intelligence

Artificial intelligence (AI) refers to the simulation of human intelligence in machines that are programmed to think, reason, and learn, enabling them to perform tasks typically requiring human cognitive abilities.

Tech Anxiety

Tech Anxiety can be described as the feeling of unease, distress, or fear that individuals experience in response to technological advancements, digital devices, or the rapid pace of technological change.

Research design: A cross-sectional research design is used in this study.

IV. OBJECTIVES

1. To understand the relationship between positive and negative attitudes towards AI And Tech Anxiety among urban millennials
2. To understand the difference between positive and negative attitudes towards AI and Tech Anxiety based on profession (IT professionals Educators)
3. To understand the difference between positive and negative AI and Tech Anxiety based on age (25- 30, 31 to 35, 36- 40)

4. To understand the significant difference in Tech Anxiety among the different age range

V. HYPOTHESIS

H_01: There is a significant relationship between positive and negative attitudes towards artificial intelligence and Tech Anxiety among urban millennials.

H_02: There is a significant difference between a Positive attitude towards artificial intelligence and Tech Anxiety based on profession

H_03: There is a significant difference between negative attitude towards artificial intelligence and Tech Anxiety based on profession

H_04: There is a significant difference between a positive attitude towards artificial intelligence based on age

H_05: There is a significant difference between a Negative attitude towards artificial intelligence based on age

H_06: There is a significant difference in Tech Anxiety among the different age range
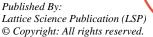
A. Sampling

Population**:** The study has been conducted among Urban millennials between the ages of 25 to 45 especially, IT employees and Educators who work in metropolitan cities

Sample Size: the study has been conducted on 150 urban millennials especially IT employees and educators who work in metropolitan cities

Sampling method: Purposive sampling has been used to conduct the study. Purposive sampling is a method where the researcher chooses specific people or items to include in a study based on a particular purpose or reason.

B. Tools for the study :

1. **The General Attitudes Towards Artificial Intelligence Scale (GAAIS; (Schepman & Rodway, 2020)** is a 20-item, 5-point Likert scale that measures attitudes towards artificial intelligence (AI). The scale was developed by researchers at the University of Cambridge and was published in 2022. The GAAIS measures two dimensions of attitudes toward AI: positive attitudes and negative attitudes. Positive attitudes towards AI include perceptions of utility (e.g., economic opportunities, improved performance), desired use (e.g., at work), and positive emotions (e.g., excitement, being impressed). Negative attitudes towards AI include concerns about AI (e.g., unethical use, making errors) and negative emotions (e.g., discomfort and anxiety**.** The reliability of the GAAIS was examined using internal consistency and test-retest analyses. The expert-rated content validity index was $\geq. 80$.

2. **The Abbreviated Technology Anxiety Scale (ATAS-; Wilson et al., 2023)** is an 11-item, 5-point Likert scale format. The scale measures technology anxiety, which is an emotional response to using or thinking about using technology. The Reliability of the scale is 0.70

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C. Procedure

The study employed two scales: the General Attitude Towards Artificial Intelligence scale and the Abbreviated Technology Anxiety scale. A comprehensive questionnaire was crafted to gather participants' basic demographic details, coupled with questions from both scales. This questionnaire was disseminated to participants through a Google Form, accompanied by clear instructions on how to navigate and complete it. Participants were informed that the questionnaire would require approximately 15 minutes to complete. Subsequently, following the data collection phase, all responses underwent rigorous analysis using the Jamovi software. Various statistical tests, including correlation tests and tests for differences, were meticulously conducted to delve into the relationships and distinctions between the variables under scrutiny. The resulting data was then meticulously scrutinized to unveil any significant relationships and differences among the variables being studied. This methodical approach ensured a thorough exploration and understanding of participants' attitudes toward artificial intelligence and their levels of technology-related anxiety.

D. Inclusion Criteria

Millennial working professionals especially individuals born between the early 1980s and the mid-1990s who reside in urban areas and are part of the millennial generation. IT Professionals and educators were included.

E. Research Ethics followed

- The researcher has obtained institutional approval before the conduction of the research.
- Informed consent has been obtained from the participant before participation.
- A detailed debriefing has been given to the participant before participation.
- The researcher upholds integrity while reporting results by avoiding data fabrication.
- The researcher refrained from presenting others' work or data as their own, even when citing sources occasionally.

Statistical technique: JAMOVI 2.4.11 an open-source statistical analysis program, was used by the study to examine the information gathered.

VI. RESULTS AND DISCUSSION

The present study aimed to investigate the relationships and differences between two variables: Attitude toward artificial intelligence and Tech Anxiety. The study utilized several demographic variables including age and profession. A normality test has been conducted at the beginning and it is observed that the data is not normally distributed. Hence non-parametric statistics was used for the entire study.

Table 1

Variable	Tech Anxiety
Positive Attitude Towards AI	0.097
Negative Attitude Towards AI	0.131

Shows the descriptive statistics of the correlation between attitude towards artificial intelligence and Tech Anxiety

The above table shows the statistics of the correlation analysis between Attitudes toward Artificial Intelligence and Tech Anxiety. Based on the results from the table there is no significant relationship between positive attitude towards Artificial Intelligence and Tech Anxiety. ($r = 0.097, P > 0.05$). Also based on the results from the table there is no significant relationship between negative attitude towards Artificial Intelligence and Tech Anxiety. ($r = 0.131, P > 0.05$) Hence the hypothesis H_01 is rejected.

These findings suggest that based on the correlation analysis, there is minimal statistical evidence to support the presence of a statistically significant relationship between the two variables.

Initially, it's critical to understand that opinions regarding Artificial Intelligence can be complex and varied. People may have varying views and ideas regarding Artificial Intelligence, ranging from excitement and optimism to caution and skepticism. These opinions may originate from a variety of things, including individual encounters, depictions in the media, cultural influences, and educational attainment [4]. Consequently, it is difficult to draw a straight connection between Tech Anxiety, which can be impacted by a variety of causes, and the wide range of attitudes towards AI.

Furthermore, Tech Anxiety is a complex issue in and of itself. It includes a range of issues about technology, such as anxiety about losing control, employment displacement, privacy violations, and societal repercussions. People may feel anxious in particular settings or places where they believe technology poses a threat or could cause harm [8]. There may be a mismatch between the two factors if this concern coexists with a favorable outlook on AI's potential advantages.

The importance of individual experiences and technological exposure is another factor to take into account. People who have seen benefits from AI-driven technologies—like seamless user interfaces or increased productivity—may grow to have a more positive attitude towards the technology [21]. These same people, though, might still experience Tech Anxiety when faced with novel or unfamiliar AI apps or worries about the privacy of their data. On the other hand, those who have a generally unfavorable opinion of AI might not necessarily have high levels of Tech Anxiety if they believe they are competent with and knowledgeable about technology.

Metropolitan cities are another important factor in this conclusion. The educators and IT workers who currently reside in metropolitan areas do so in environments that continue to deploy Artificial Intelligence. Thus, Artificial Intelligence is already being used by them in their daily lives. Because their surroundings are very Artificial Intelligence-friendly, this may be one of the reasons why employees have a positive attitude toward AI and do not experience technology anxiety [21].

Table 2

	Group	N	Median	Mean ± SD	U
Positive Attitude towards AI	Educators	72	39	38.8 ± 5.73	0.64
	IT	78	39	39.2± 5.87	
Negative Attitude towards AI	Educators	72	22	23.6 ± 3.82	0.013
	IT	78	24	22.0± 3.48	
Tech Anxiety	Educators	72	27	24.9 ± 5.70	0.075
	IT	78	26	26.2 ± 5.74	

Shows the descriptive statistics of the Whitney u test

A Mann-Whitney U-Test was conducted to identify potential differences in the Positive attitude toward Artificial Intelligence and Tech Anxiety among IT employees and educators. The study involved a total of 150 participants consisting of 72 educators and 78 IT employees, who were included in the analysis. There is no significant difference between positive attitudes towards Artificial Intelligence, for educators (M= 38.8, SD =5.73) and IT (M=39.2, SD =5.87). There is no significant difference between negative attitudes towards Artificial Intelligence, for educators (M= 23.6, SD =3.82) and IT (M =22.0 SD =3.48),(U= 0.013) Also, there is no significant difference between Tech Anxiety for educators (M=24.9, SD = 5.70) and IT employees (M=26.2, SD =5.74), Hence the H_02 and H_03 rejected(U= 0.013) (U=0.075).

A significant reason for this lack of distinction could be the universal impact of technology in both domains. Whether it is in the classroom for teachers or the office for IT professionals, technology is a daily necessity in urban areas. Because of this, both groups are probably accustomed to and at ease using technology, which may result in comparable mindsets and anxiety levels [23].

It's critical to realize the widespread adoption of AI in the workplace, particularly in the IT industry. IT professionals frequently have a thorough awareness of the capabilities and constraints of these technologies since they work closely with developers, implementers, and maintainers of AI systems [4].

Because of this, one would think that technology workers have a more optimistic view of AI because they understand how technology may improve productivity, streamline procedures, and spur creativity inside their companies [12].

However, as part of their work, educators in major metropolitan areas are also being exposed to more and more AI and technology. AI-driven tools and educational technologies (EdTech) are increasingly being used in classrooms to improve learning results and engage students in innovative ways. AI may be seen by educators as a tool that can provide data-driven insights, personalize learning experiences, and support remote and hybrid learning models—all of which are particularly pertinent in light of the COVID-19 pandemic [1].

Though the professional contexts and amounts of exposure to Artificial Intelligence (AI) of IT workers and educators in urban areas may vary, research indicates a notable agreement in their perspectives regarding AI and tech phobia. Both sides demonstrate a balanced viewpoint, recognizing the potential advantages of AI while voicing reservations about its moral ramifications and the difficulties brought on by the speed at which technology is developing. The widespread use of AI in contemporary culture, how the technology is portrayed in the media, and the chance to interact and work together in professional networks all have an impact on this common perspective.

Table 3

	Age Groups	Mean ± SD	χ^2	Df	Post Hoc
Positive Attitude towards AI	25-30	40.0 ± 5.34	2.44	2	
	31-35	38.4 ± 5.84			
	36-40	39.7 ± 6.51			
Negative Attitude towards AI	25-30	22.3 ± 3.54	3.75	2	
	31-35	23.1 ± 3.64			
	36-40	21.8 ± 4.37			
Tech Anxiety	25-30	23.4± 6.26	6.81*	2	25-30 < 31-35
	31-35	26.7± 4.57			
	36-40	25.6± 6.08			

Shows the descriptive statistics of the Kruskal Wallis Test Note: * p <0.05

The Kruskal-Wallis test was conducted to assess potential differences in the attitude toward Artificial Intelligence and Tech Anxiety based on the age of the participants.

There is no significant difference between attitudes towards Artificial Intelligence, for the employees between the age of 25-30 (M= 40.0, SD =5.34), age of 31-35 (M=38.4, SD = 5.84), age 36-40 (M= 39.7, SD =6.51); χ^2 (2) = 2.44, P = 0.296, thus H_04 is rejected.

There is no significant difference between negative attitudes towards Artificial Intelligence, for the employees between the ages of 25-30 (M= 22.3, SD =3.54) and the employees between the age of 31-35 (M=23.1, SD = 3.64)

and the employees between the age of 36-40 (M= 21.8, SD =64.37); χ^2 (2) = 3.75, P = 0.153, thus H_05 is rejected.

Also, there is a significant difference between Tech Anxiety for the employees between the age of 25-30 (M= 23.4, SD =6.26) and the employees between the ages of 31- and 35 (M=26.7, SD =4.57) and the employees between age of 36-40 (M=25.6, SD =6.08). χ^2 (2) = 3.75, P = 0.153.

Post Hoc Comparisons using the Tukey HSD Test show a significant difference in Tech Anxiety between the ages of employees 25-30 and 31-35 ($p < 0.05$). Hence the H_06 is accepted.

These findings suggest that age plays a notable role in influencing the attitudes toward Artificial Intelligence and Tech Anxiety among employees. Understanding these age-related variations could provide valuable insights for organizations aiming to implement and manage technologies effectively in the workplace.

First of all, people in this age range have probably made an identity for themselves in their professions and have dedicated a lot of time and energy to learning IT-related skills and knowledge. These abilities are becoming less relevant due to the quick development of AI technology, which raises questions about job security and the necessity of ongoing retraining and upskilling [24].

Likewise, individuals in this age group are also more likely to be responsible for children, mortgages, and other financial obligations. Concerns about how these developments can affect their livelihoods can lead to further stress and anxiety due to the uncertainty surrounding the nature of labor in AI [11]. According to Clark and Gevorkyan, [6], the main causes of worry for people in their thirties were worries about their income and job security. For individuals with financial responsibilities in particular, the idea of AI-driven automation eliminating jobs and decreasing the need for human labor can be quite upsetting. These people could be concerned about how they will be able to support their families, make mortgage payments, and ensure their financial futures in the face of a changing labor market [20].

The possibility that AI could disrupt established sectors and professional routes also contributes to the financial worry of this age group. AI technologies are causing changes in sectors like banking, finance, and healthcare that have previously offered steady employment. Thirties-year-olds may start to wonder about the long-term sustainability of the job routes they have selected as well as the financial ramifications of changing careers or becoming retrained [15].

Financial stress can also be increased by the expense of learning new skills and adjusting to technology advancements [19][29]. The cost of training courses, certificates, and programs to remain competitive in the AI-driven labor market is frequently prohibitive. Thirties may already be burdened with family and mortgage-related obligations, so it might be difficult for them to set aside money for additional education and skill building.

In urban regions, people between the ages of 31 and 35 experience a considerable weight of financial concern due to the combination of these circumstances. Feelings of overwhelm and distress might result from the uncertainties around career paths, financial stability, job security, and the cost of upskilling in the AI era.

Finally, given the influence AI would have on their livelihoods, people in urban regions between the ages of 31 and 35 report feeling a great deal of technical worry due to the financial obligations and duties connected with mortgages, families, and stable careers. Certainties about the AI-driven future of work can cause tension and anxiety, but these issues can be addressed with the aid of career counseling, inexpensive training alternatives, and financial planning tools.

VII. IMPLICATIONS

Policymakers and educators should find it useful to know that urban millennials' Tech Anxiety levels are not always correlated with their attitudes toward AI. Additionally, educational initiatives that emphasize the advantages and uses of AI across a range of life domains may be able to allay worries and close the perception gap among older urban millennials.

Furthermore, comparative research conducted in various metropolitan contexts or geographical areas may shed light on how local infrastructures and circumstances shape perceptions of AI and Tech Anxiety. Comprehending these variances may facilitate the customization of interventions and policies aimed at mitigating Tech Anxiety and fostering favorable perceptions of attitudes toward artificial intelligence within particular metropolitan settings.

VIII. CONCLUSION

There was no correlation between Tech Anxiety and opinions regarding Artificial Intelligence (AI) among urban millennials in this study. Age and profession did not significantly affect these opinions. Notably, people who were between the ages of 31 to 35 had slightly greater levels of Tech Anxiety. This study emphasizes the necessity of focused therapies to treat Tech Anxiety in this population.

DECLARATION STATEMENT

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Ethical Approval and Consent to Participate	No, the article does not require ethical approval and consent to participate with evidence.
Availability of Data and Material/ Data Access Statement	Yes, All information collected from you will be kept confidential and will be used for research purposes only. Your name and other identifying information will not be recorded, and your responses will be coded and stored anonymously. The data will be stored in a secure location and accessed only by the researcher and the research supervisor. Voluntary participation: Participation in this study is voluntary, and you may choose not to participate or to withdraw from the study at any time without penalty or loss of benefits. If you choose to withdraw, any data collected up to that point will be destroyed.
Authors Contributions	**Ms.Agna M Preeth** - Introduction Review of Literature Content Analysis Data Collection **Mr.Vigraanth Bapu K G** - Interpretation Formatting Guidance

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AUTHORS PROFILE

Ms.Agna M Preeth, is a final year MSc Psychology student at Kristu Jayanti College, Bangalore, specializing in Industrial Psychology. Holding a BA in Journalism, Psychology, and English Literature from the same institution, she's published three research articles in prestigious Indian and international journals. Her fields of interest span Industrial Psychology, Cognitive Neuroscience, Social Psychology, and Research.

Mr.Vigraanth Bapu K G is an RCI registered Clinical Psychologist, he is currently working as the Assistant Professor & PG Programme Coordinator in the Department of Psychology, Kristu Jayanti College (Autonomous), Bengaluru. He completed his MPhil in Clinical Psychology, from Lokopriya Gopinath Bordoloi Regional Institute of Mental Health, Tezpur, Assam. He is currently pursuing his PhD in Clinical Psychology at Mizoram Central University. He previously worked as a Lecturer at Rajiv Gandhi National Institute of Youth Development (RGNIYD), Sriperumbudur, and Junior Research Fellow at the National Institute of Mental Health and Neuroscience (NIMHANS), Bengaluru. He has a work experience of more than 10 years in Clinical Practice, Teaching, and Research. He is interested in Child and Adolescent Clinical Psychology, Emotional Regulation Strategies, Cognitive Neuroscience, Neuroimaging, Adult and Child Assessments & Psychotherapy, Career Counselling, and Computer Based Assessments. He has guided over 50 postgraduate-level students and has published 15 papers in various Indian and International journals.