AI at Work: Effects on Employee, Well-Being, Learning, And (Un)Ethical

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Abstract

Artificial intelligence (AI) is increasingly seen in the form of digital assistants, generative systems, decision-support tools, and workflow automation in the modern workplace. Although AI is recognized for its impact on productivity and efficiency, its implications for employees' well-being, learning in the workplace and ethical behaviour, offer complexities and depend on the context. This study examines how AI usage at work affects these three critical employee outcomes. In particular, we are interested in whether more AI adoption simply results in better experiences for employees or introduces new challenges for organisations. The study utilizes a quantitative, cross-sectional design using primary data acquired from 188 respondents by means of a structured questionnaire. The independent variable is the use of AI, while employee well-being, workplace learning, and (un)ethical behaviour form the dependent variables. The results of the data processing performed on SPSS for this study involved the application of descriptive statistics, reliability analysis, correlation, and regression to examine the relationship between the variables that have been used in the study. The results show that AI usage, employee well-being, workplace learning and ethical issues are perceived at the moderate level. Nonetheless, the findings reveal no correlation between the usage of AI and the three outcome variables. The regression results show that AI use explains very little variance in employee results meaning that simply using AI either occasionally or often does not bring about any significant change. The findings emphasize the significance of mediating factors such as organizational support, leadership involvement, training, task-technology fit, and governance mechanisms. Furthermore, the study reveals moderate ethical risks pertaining to verification, responsibility, and accountable and responsible usage of AI. The measurement scales' low reliability scores suggest that the results should be interpreted in an exploratory manner, contributing to a call for better instruments in future research. Thus, one conclusion to be drawn from the study is that AI should not be reduced solely to a technology that increases productivity. Instead, it should be treated as a socio-technical construct, requiring a proper organisation of implementation, ethical oversight and continuous development of employees. To ensure that AI can enhance employee well-being and learning, organizations should focus on creating a supportive environment, strengthening AI literacy and establishing ethical guardrails, among other priorities.

Keywords: Artificial Intelligence (AI), Workplace AI Adoption, Employee Well-being, Workplace Learning, Ethical Behaviour, Unethical Behaviour, AI Governance, Human-AI Interaction, Organizational Support, Task-Technology Fit, AI Literacy, Socio-technical Systems

INTRODUCTION

Artificial intelligence (AI) is becoming ingrained in the modern workplace by technologies like artificial intelligence digital assistants, generative artificial intelligence systems, decision support algorithms, and automated workflows. As organizations have adopted AI to enhance their productivity and quality of decision-making, the use of AI with employees has become a regular aspect of their daily job in a wide range of industries (Zhao, He, & Guan, 2025). However, AI at work is not only a technological change, but a transformation of the design and meaning of work that affects the well-being and learning of employees while showing new risks in ethics organizations have to deal with (Bankins and Formosa, 2023; Kelley, 2022).

A growing body of research suggests that the adoption of AI at the workplace will support the well-being of the employees working there, although the corresponding relationship is often indirect and subject to the circumstances

under which it is adopted and implemented. For example, an empirical study from the workplace finds that emerging AI adoption may not have its direct impact on employee well-being, but can affect well-being through work-related mechanisms like task optimization and safety-related factors (Valtonen, Saunila, Ukko, Treves, & Ritala, 2025). Similarly, when it comes to remote work processes, AI digital assistance knowledge can enhance employee well-being in terms of socio-technical processes such as human-ai teaming, task-technical fit, and perceived e-leadership support (Aulia & Lin, 2025) and the positive well-being outcomes depend on the technical usefulness of AI and the organizational environment that supports its use.

At the same time, AI has the potential to transform the workplace learning and capability development. As employees use AI tools to perform functions (e.g., writing, analyzing, communicating), learning increasingly is about building AI literacy: an understanding of how to interact with AI systems effectively, to critically assess AI system outputs, and creatively adapt processes in a responsible way (Aulia & Lin, 2025). Yet the level of learning outcomes relies heavily on organizational systems and systems to communicate, train, report and enforce a code of conduct determine the extent to which employees will develop competent and responsible habits around AI use instead of ad hoc or unsafe practices (Kelley, 2022). Therefore, AI-enabled learning is not only an individual process but also an institutional process whose direction is determined by governance, organizational norms (Kelley, 2022).

Beyond well-being and learning, new studies are highlighting a very important new "dark side" to AI at work: AI usage can contribute to unethical outcomes. Zhao et al. (2025) suggest that the use of AI in the workplace can elicit moral relativism (i.e., more flexible beliefs regarding right and wrong), which may foster more deviance at the workplace and cause employees to become less harsh on the unethical behavior of others. This is not a uniform risk, as the effects are stronger among employees who are low in moral identity, i.e., who have a less central relationship with morality, which is reflected in their lower self-aspect of morality (Zhao et al., 2025). These findings have important implications, meaning that organizations must not only look at AI as a productivity tool, they should also consider AI as a behavioral and ethical influence within work systems.

Importantly, workplace AI has ethical implications as well, the more so because it alters the experience of meaningful work. A conceptual ethics perspective has taken to propose that AI deployment impacts meaningful work through three broad paths, namely: replacing tasks, "tending the machine" and amplifying human skills. These paths affect core dimensions of meaningful work like autonomy, task integrity, skills development, task significance and sense of belongingness (Bankins & Formosa, 2023). If AI leads to less autonomy or tasks being broken down too often, it may not assist with meaningful work even if one becomes more productive; if AI helps amplify more skill development and autonomy, it may be beneficial for an employee to thrive (Bankins & Formosa, 2023). Consequently, the ethical evaluation of AI at work focuses on both outcomes (performance, well-being) as well as the quality of human work experience.

LITERATURE REVIEW

Aulia and Lin (2025) conceptualise AI at work as a socio-technical transformation where employee outcomes are dependent on the co-polarising aspects of technology, tasks and the surrounding organisational environment. Their understanding is that the AI is not a tool for productivity but an education system change that alters how employees perform their work, how they coordinate with one another and how they feel about work - particularly in a digitally mediated and remote setting. This framing is important because it foresees that the impact of AI is often not going to be "direct" in the form of work, but will arise via intermediaries such as the extent that AI is suitable for work tasks, the extent or the "collaboration" between employees and AI and how actively leaders support employees in engaging with AI responsibly and effectively.

Valtonen, Saunila, Ukko, Treves, and Ritala (2025) contribute empirical evidence that the link between adoption of AI and employee well-being is most aptly accounted for in terms of indirect mechanisms, rather than simple cause and effect assumptions. The implications of their study are that the adoption of AI may not necessarily raise

well-being, instead the benefits of AI depend on whether AI increases work conditions such as task optimization and aspects of work with regard to safety. This suggests there is probable well-being gains through AI in the work environment if AI decreases friction, aids accuracy, decreases avoidable workload, and increases the feeling of security and support among employees.

Aulia and Lin (2025) further explain the conditional nature of well-being benefits by showing that capabilities stemming from AI affects employee well-being through socio-technical mediating variables, namely human-computer (human-AI) teaming, task-technology fit and perceived e-leadership support. In other words, employees tend to have better well-being when AI is felt as a collaborative partner, when the functionality of AI and helping curve demand from a task, and when there is active support from leadership resources in encouraging and providing clarity for AI use. This supports that notion reflected in your flow notes that leadership and fit are not "extra" variables but rather are fundamental to whether use of AI becomes enabling (supportive, confidence-building) or stressful (uncertain, pressured or misaligned with work needs).

Bankins and Formosa (2023) suggest that the evaluation of AI at work should focus on meaningful work, as meaningful work is a fundamental contributor to human flourishing and is also an essential ethical objective of organizational design. They go on to propose that the changes in meaningful work brought about by AI are effected through three broad implementation pathways: replacing tasks, "tending the machine," and amplifying human skills, which affect autonomy, skill development and application, task integrity, task significance, and belongingness. This view suggests that even when AI helps on performance metrics, it may have a negative effect on worker well-being if the redesign negates autonomy or pieces work into fragments such that employees feel less purposeful or find less integrity in what they do.

Valtonen et al. (2025) heat up this job design point by suggesting "well-being is linked with the realities of practical consequences" that AI has on the condition of work. When AI results in better organization of tasks and helps working practices to be safer and more robust, well-being gains are more likely; if AI contributes to uncertain situations, perceptions of risk or poorly integrated workflows, it is possible well-being will not improve. This seems to underpin your logic of constructs: well-being should be treated as an outcome that is affected by the quality of AI implementation and its work environment consequences, and not just by the frequency of AI usage.

Kelley (2022) demonstrates that organizational capability and governance have a powerful influence on the translation of AI principles into routines in the day-to-day practices of employees, which has direct consequences for learning and the ethics. The research emphasizes that successful implementation of AI tenets depends on such factors as communication, management support, training, reporting mechanisms, enforcement, measurement, technical processing, adequate infrastructure, organization structure and interdisciplinary approaches. In the context of workplace learning, these organizational elements constitute the learning infrastructure for enabling employees to develop AI literacy, understand acceptable boundaries on use, and develop consistent habits as an organizational measure to support reliable AI use, instead of resorting to informal or risky trial-and-error.

Aulia and Lin (2025) make an implicit link between AI usage and workplace learning by considering digital assistant skills in AI as a basic employee ability for their human-AI teaming and tasks-technology fit. This implies that knowing about AI existing is not only important but the ability to prompt, evaluate outputs, integrate AIs in the workflow, and knowing when human judgment is needed. When such competence is developed (and supported by leadership) it is possible for AI to become a resource that strengthens confidence and engagement, without which AI could become a source of confusion, dependence or stress.

Zhao, He, Guan (2025) in The Ethics of Artificial Intelligence Usage at Work by Zhao, He, Guan Shows how workers using AI in the workplace may be facing ethical costs from shifting moral cognition. Their model suggests that the use of AI can lead to more moral relativism (or beliefs that moral standards are flexible and context dependent), which in turn can lead to greater deviance at work and greater leniency in moral views of the unethical actions of others. This is central for your "(un)ethical behavior" construct because it explains unethical outcomes not just as deliberate misconduct but as a result of a changed moral interpretation and rationalization processes that may be subtly reinforced by the course of repeatedly working in AI-mediated practices.

Kelley's (2022) and Zhao et al. (2025) Also, that these ethical effects are conditional (i.e., that moral identity serves as an important boundary condition) is shown in a recently published study by Zhao et al. (2025). Employees whose moral identity is a key component of their self-concept are less likely to interpret AI moral relativism into deviance or lenient judgments than are employees with weaker moral identity. This finding complements governance-based arguments by suggesting that organizations are able to mitigate ethical risks that accrue through both (a) strengthening ethical climates and principle adoption (e.g., through training and enforcement) and (b) creating AI use norms that maintain accountability and minimize the diffusion of responsibility-arguably similar to Kelley's (2022) focus on reporting mechanisms, enforcement, and measurement.

Bankins et al. and Formosa (2023) assist integrate these streams by emphasizing that ethical evaluation of AI at work needs to do. with the way AI impacts autonomy, belongingness and the integrity of work, since these aspects influence motivation and psychological engagement as these can be conditions that influence whether a person conforms to norms and moves towards deviance. When AI diminishes autonomy or meaning, employees can respond by becoming disengaged; when AI multiplies skill and helps you to support autonomy, employees can respond by becoming more engaged and having greater commitment and purpose. Taken together with the empirical and governance evidence .

Bezuijen, van Dam, van den Berg and Thierry (2010) describe learning in employees as a leadership-driven phenomenon where high quality leader-member exchange (LMX) represents an important working mechanism stimulating learning behaviors at work. They suggest that when employees have strong exchange relationships with their leaders, ones that are marked by trust, support and resources, they are more likely to be given the opportunity to develop, feedback and challenging tasks that will allow them to grow and acquire new skills.

Dellermann, Ebel, Söllner, and Leimeister (2019) define hybrid intelligence as a work design solution that involves human and artificial intelligence working together toward mutual outcomes, where humans bring to their work contextual judgment and values and artificial intelligence brings speed and pattern recognition to their work. This implies that how impactful AI at work will be is less about whether "AI adoption" is successful or not, but whether organizations are deliberate in designing effective human- and AI-based collaboration.

Kellogg, Valentine, and Christin (2020) propose that algorithms at work rework the "terrain of control" through altering autonomy, accountability, and power relations between workers and organizations. Their review suggests that algorithmic systems may simultaneously make work more efficient and enhance control, which may have implications for employee well-being, perceptions of fairness, and responses to behaviour at work.

Venkatesh, Morris, Davis, and Davis (2003) explain technology acceptance using UTAUT in which the work employee use is driven by performance expectancy, effort expectancy, social influence, and facilitating conditions. This model is consistent with treating AI usage as a function of perceived usefulness/ease, workplace norms, and organizational support - which are important antecedents of AI adoption and continued use.

Tarafdar, Tu, Ragu-Nathan and Ragu-Nathan (2007) demonstrate the potential of technologies at work to generate technostress - heightening role stress and compromising productivity at work when technology introduces overload, complexity or constant connectivity. In the case of AI, this means that even useful AI tools can cause a decrease in well-being if they introduce more pressure, ambiguity or constant demands, rather than a reduction in strain.

Jobin, Ienca, and Vayena (2019) find convergence at the global level on principles of AI ethics (e.g., transparency, fairness, responsibility, privacy) but note there are gaps in implementation, while Kelley (2022) finds there are practical mechanisms needed for good adoption, such as training, ways to report, enforce, and measure. Zhao, He, and Guan 2025 add, that usage of AI can lead to greater moral relativism, which in turn promotes deviance at work and leniency in moral decisions, especially where moral identity is low, which suggests that governance and accountability are critical to prevent unethical drift.

Chapter 3: Research Methodology

3.1 Introduction

This chapter lays out the methodology for the study, which was entitled "AI at Work: Effects on Employee Well-being, Learning, and (Un)Ethical Behaviour." The purpose of this chapter is to explain the research design, population and sample, data collection method, research instrument, variables of the study as well as the techniques for the data analysis. The methodology has been designed in line with the objectives of the study and the structure of the questionnaire, which measures four major dimensions; i.e., AI use at work, employee well-being, workplace learning, and unethical behaviour in AI use.

The research is empirical in nature and is based on primary data collected from the use of a structured questionnaire. The questionnaire consists of demographic questions and single items (Likert scale) that are related to the four constructs of the study. The data gathered were prepared for statistical analysis in the statistical package (SPSS) in order to investigate the relations between AI usage and the outcomes of employees.

3.2 Research Design

The present study is a quantitative research design. A quantitative approach is appropriate as the study aims at measuring employee perceptions about the use of AI alongside probing the association of the use of AI with well being, learning, and unethical behaviour, by way of numerical data. The design is also descriptive in nature, and analytical. It is descriptive inasmuch as it profiles respondents in terms of their age, gender, job role and work experience, as well as analytical in that it seeks the relationship between the independent and dependent variables.

The study has a cross-sectional survey design since the data have been collected from the respondents at a single point of time rather than over a long time period. This approach is appropriate to understand the current perceptions and experiences by employees regarding AI in the workplace.

3.3 Size of Sample and Sampling Technique

The study is based on 188 responses gained through the questionnaire data file given by the user. After investigating the dataset uploaded, these responses are the foundation of the empirical analysis done in this study.

A convenience sampling technique that is not probability sampling was employed. Under this method, respondents were chosen, on the bases of accessibility and willingness to participate on the survey. This is an appropriate method for exploratory studies of workplace perceptions that require rapid responses to be collected from employees.

3.4 Sources of Data

The study is mostly based on primary data. Primary data were collected using a structured questionnaire, which was administered to the respondents. The following are the two types of data included in the questionnaire:

Demographic factors, including age group, gender, job role/designation, and total work experience.

Perception-based data, with Likert scale questions on AI use, well-being, workplace learning and unethical behaviour.

In addition, a conceptual basis for the study is provided by the research document found on the web upload as this document provides a link between the use of AI and the three significant employee outcomes that were studied in this work.

3.5 Research Instrument

The instrument for the study is the structured questionnaire. The questionnaire contains five sections as follows:

Section 1: Respondent Profile

- Demographic questions included in the section include:
- Age Group
- Gender
- Job Role/Designation
- Total Work Experience

Section 2: AI Use at Work

This section assesses how far respondents adopt AI tools in their day-to-day work and how much they consider AI tools useful, easy-to-use and backed by their organisation. It includes four items:

Section 3: Employee Well-being

This section measures the extent to which AI impacts on the well-being of employees through workload reduction, mental comfort, stress and overall support to well-being. It contains four items which include one item that is reverse coded:

Section 4: Workplace Learning

This section examines whether AI plays a part in helping employees learn and develop their skills. It includes four items:

Section 5: (Un)Ethical Behaviour of Using AI

This part measures abusive or unethical patterns of AI use. It consists of four items including one item that is reverse coded:

3.6 Measurement of Variables

The demographic variables and analytical variables are considered in the study.

Independent Variable

- AI Use at Work

Dependent Variables

- Employee Well-being
- Workplace Learning
- (Un)Ethical Behaviour in Use of AI

Control / Classification Variables

- Age Group
- Gender
- Job Role/Designation
- Total Work Experience

The Likert scale is a 5-point scale for the questionnaire. For Sections 2, 3, and 4 responses range from Strongly Disagree (1) to Strongly Agree (5). For the unethical behaviour section, responses range from Never 1 to Very often 5.

3.7 Tools Used for Analysis

The data are meant to be analysed in the form of using the software of Statistics Package for the Social Sciences or briefly called as, the "SPSS". SPSS is suitable because it is capable of efficient management of survey data and the statistical procedures required to test for reliability, descriptive analysis, correlation, regression, group comparison etc.

To achieve the goals of the study, the following are the suitable statistical tools:

Descriptive Statistics

Descriptive statistics is used to summarise demographic characteristics and central tendency of response. The technique of frequencies and percentages is used for demographic variables, and the technique of means and standard deviations is used for the construct scores.

Reliability Analysis

Cronbach's Alpha is used to test the degree to which the questionnaire items under each construct are consistent:

This step is helpful in establishing if the items within each of their scales is actually measuring the same thing.

Correlation Analysis

Correlation analysis is applied to investigate both the direction and strength of association between the use of AI and the 3 outcome variables:

Regression Analysis

Linear regression is used to determine the prediction effect of the use of AI on:

3.8 Ethical Considerations

The research is based on the perceptions of respondents, collected in forms of questionnaire. It should be ethical care to ensure that:

- participation is voluntary,
- respondent information is kept confidentially,
- responses are for use only for academic purposes, and
- where data are analysed in aggregate form,
- none of the individual respondents are identified in the final report.

3.9 Summary

Aspect	Summary of Research Methodology
Chapter Title	Research Methodology
Research Topic	AI at Work: Effects on Employee Well-being, Learning, and (Un)Ethical Behaviour
Research Design	Quantitative, descriptive and analytical, cross-sectional survey design
Nature of Study	Empirical study based on primary survey data
Study Objectives	To examine AI use at work and its effects on employee well-being, workplace learning, and unethical behaviour
Population	Employees/professionals using or exposed to AI tools in the workplace

Sampling Technique	Non-probability convenience sampling
Sample	Respondents collected through the questionnaire survey dataset shared by you
Source of Data	Primary data collected through a structured questionnaire
Research Instrument and Tools	Structured questionnaire with demographic and Likert-scale items and SPSS
Questionnaire Sections	Section 1: Demographics; Section 2: AI Use at Work; Section 3: Employee Well-being; Section 4: Workplace Learning; Section 5: (Un)Ethical Behaviour in AI Use
Demographic Variables	Age Group, Gender, Job Role/Designation, Total Work Experience
Data Preparation	Coding, reverse coding, data cleaning, and creation of composite variables for analysis
Statistical Techniques	Frequencies, percentages, mean, standard deviation, correlation, regression.
Ethical Considerations	Voluntary participation, confidentiality, academic use only, no individual identification
Chapter Outcome	Chapter 3 establishes the methodological framework for analysing how workplace AI affects employee outcomes

Chapter 4: Data Analysis and Interpretation

4.1 Introduction

This chapter introduces the statistical analysis of the 188 replies to the questionnaire collected for the study. The analysis includes descriptive statistics, profile of respondents, reliability investigation, correlation analysis, regression analysis, and interpretation of the results found in the four, respectively: AI use at work, employee well-being, workplace learning and (un)ethical behaviour in AI use.

4.2 Descriptive Analysis of Study Variables

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
age	188	3	1	4	2.58	.930
genders	188	1	1	2	1.52	.501
JobRoleDesignatio	188	5	1	6	3.40	1.726
TotalWorkExperiencee	188	4	1	5	2.92	1.360
luseAltoolse.g. ChatGPTGenAICopilotin mydaytoday	188	4	1	5	2.71	1.385
Valid N (listwise)	188					

Interpretation

All four composite variables can be seen recording mean values approaching three on the five-point scale, meaning generally moderate perceptions on the part of respondents. AI use at work (M = 2.98) and learning at work (M = 2.97) are moderate, rather than strongly positive. Employee well being is also moderate (M = 2.95) indicating that so far AI has not translated into a clearly positive well-being experience for the majority of respondents. The mean

for (un)ethical behaviour (M = 3.03) reflects a moderate level of ethical risk or uncertainty in the use of AI, which translates to the need to incorporate more verification practices, rules, and ethical use training.

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
AItoolshelpmecompletetasksfasterandmoreefficientl	188	4	1	5	2.63	1.266
AItoolsareeasytouseformyworkrequirement	188	4	1	5	2.58	1.364
Myorganizationprovidesadequatesupportresourcestouse	188	4	1	5	2.73	1.294
UsingAIreducesmyworkpressurebyhelpingmanageworkloa	188	4	1	5	2.58	1.232
IfeelmentallycomfortablewhileusingAItoolsfor	188	4	1	5	2.77	1.328
AIrelatedchangesatworkincreasemystressoranxiety	188	4	1	5	2.66	1.233
OverallAIuseatworksupportsmywell	188	5	1	6	3.66	1.380
AItoolshelpmelearnnewwaystosolveworkproblem	188	4	1	5	2.57	1.364
UsingAIimprovesmyknowledgeskillsrelatedtomy	188	4	1	5	2.55	1.305
Mymanagersupervisorencourageslearningandexperimentation	188	4	1	5	2.59	1.274
Valid N (listwise)	188					

Within the case of AI use, efficiency of tasks (Q6) mean is highest but organisational support/resources (Q8) mean is lowest. This can be inferred as indicating that employees are more aware of the practical usefulness of AI rather than institutional support provided in order to implement responsible use. Within well-being, there is a relatively high raw mean for the stress/anxiety item (Q11), indicating that changes arising from AI can also be a tension factor for some employees. In the learning section, while responding to how AI has helped them learn new ways to solve problems, respondents are moderately in agreement, workplace training opportunities are still average. These patterns have implied that adoption of AI is happening more rapidly than the formal support systems and training structures.

age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18–25	26	13.8	13.8	13.8
	26–35	59	31.4	31.4	45.2
	36–45	71	37.8	37.8	83.0
	46 more	32	17.0	17.0	100.0
	Total	188	100.0	100.0	

genders

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	91	48.4	48.4	48.4
	Male	97	51.6	51.6	100.0
	Total	188	100.0	100.0	

JobRoleDesignatio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Executive/Officer	32	17.0	17.0	17.0
	Manager	40	21.3	21.3	38.3
	Other	22	11.7	11.7	50.0
	Senior Manager	42	22.3	22.3	72.3
	Staff/Associate	18	9.6	9.6	81.9
	Supervisor/Team Lead	34	18.1	18.1	100.0
	Total	188	100.0	100.0	

TotalWorkExperiencee

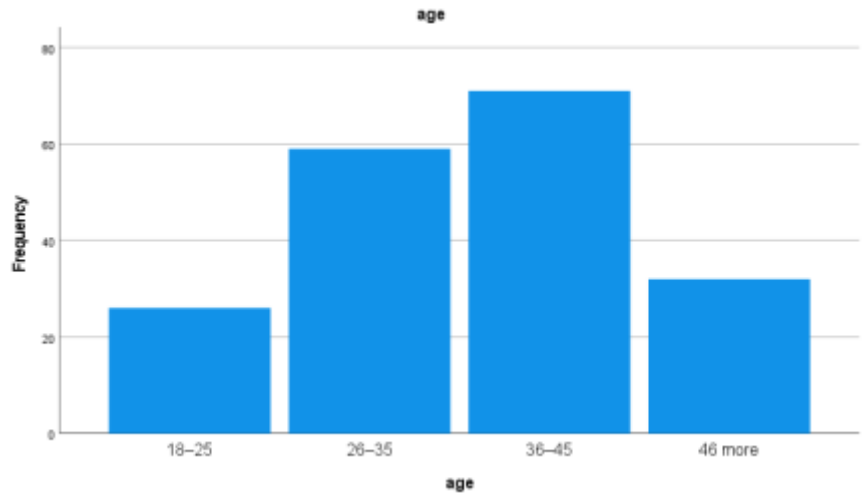
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1–3 years	35	18.6	18.6	18.6
	4–6 years	43	22.9	22.9	41.5
	7–10 years	45	23.9	23.9	65.4
	Less than 1 year	32	17.0	17.0	82.4
	More than 10 years	33	17.6	17.6	100.0
	Total	188	100.0	100.0	

IuseAltoolse.g.ChatGPTGenAICopilotinmydaytoday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	48	25.5	25.5	25.5
	Disagree	41	21.8	21.8	47.3
	Neutral	47	25.0	25.0	72.3
	Strongly Agree	22	11.7	11.7	84.0
	Strongly Disagree	30	16.0	16.0	100.0
	Total	188	100.0	100.0	

Interpretation

The sample is reasonably diversified on the basis of age, role and level of work-experience categories. The highest age category is 36-45 years old with almost an equal depending on gender as either a male or a female respondent. Respondents are also distributed among staff, supervisory, executive, managerial and senior managerial positions. This diversity enhances the utility of the data set for analysis in the workplace because responses will represent various organisational levels rather than one narrow segment of the organisation's employees.


age
Frequency
0
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40
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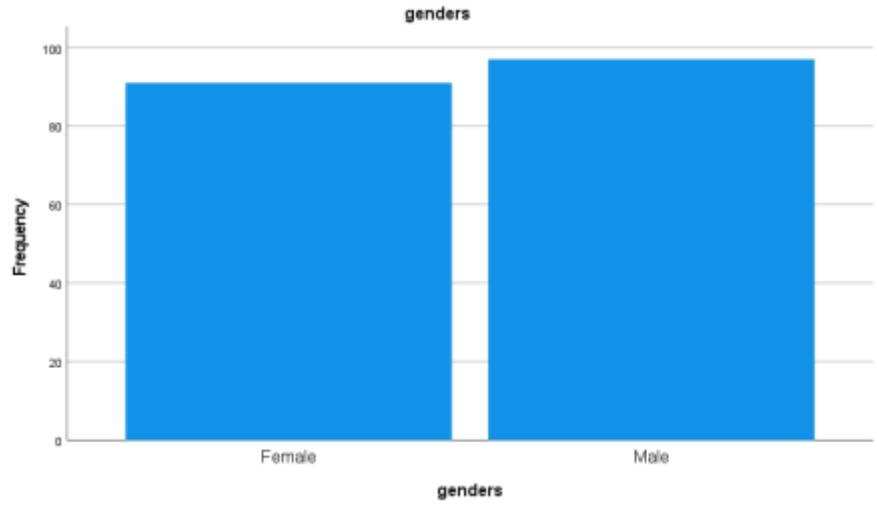
18–25
26–35
36–45
46 more
age


genders
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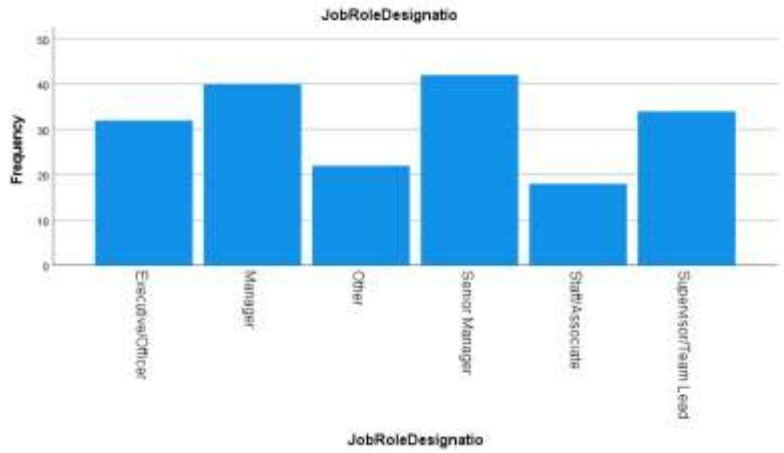
Female
Male
genders


JobRoleDesignatio
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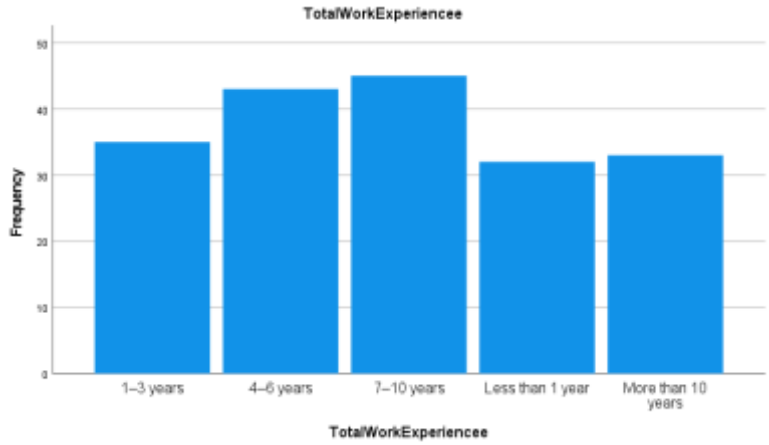
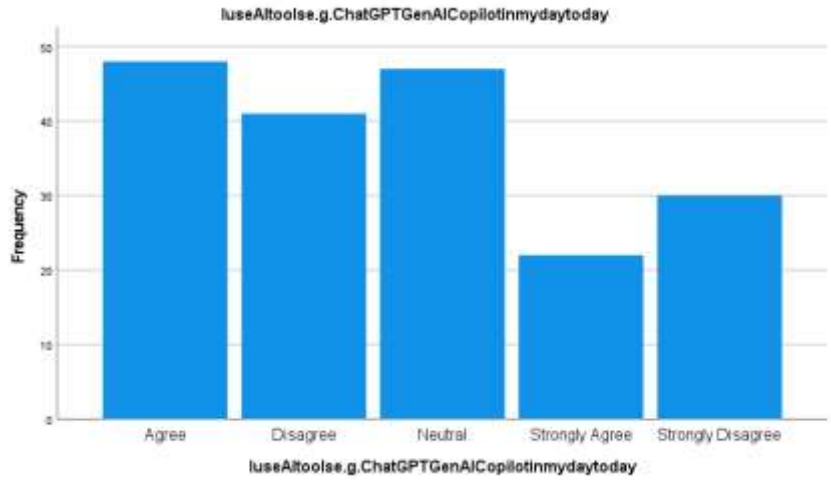
ExecutiveOfficer
Manager
Other
Senior Manager
StaffAssociate
SupervisorTeam Lead
JobRoleDesignatio





4.3 Frequency analysis

Statistics

		Altoolshelpmecompletetasksfasterandmoreefficientl	Altoolsareeasytouseformyworkrequirement	Myorganizationprovidesadequatesupportresourcestouse	UsingAlreducesmyworkpressurebyhelpingmanagework loa	Ifeelmentallycomfortablewhileusing Altoolsfor	AIrelatedchangesatworkincreasemystressoranxiety	OverallAIuseatworksupportsmywell
N	Valid	188	188	188	188	188	188	188
	Missing	0	0	0	0	0	0	0
Mean		2.63	2.58	2.73	2.58	2.77	2.66	3.66
Median		3.00	2.00	3.00	2.00	3.00	3.00	3.00
Std. Deviation		1.266	1.364	1.294	1.232	1.328	1.233	1.380
Range		4	4	4	4	4	4	5
Minimum		1	1	1	1	1	1	1
Maximum		5	5	5	5	5	5	6

AItoolshelpmecompletetasksfasterandmoreefficientl

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	44	23.4	23.4	23.4
	Disagree	47	25.0	25.0	48.4
	Neutral	51	27.1	27.1	75.5
	Strongly agree	27	14.4	14.4	89.9
	Strongly disagree	19	10.1	10.1	100.0
	Total	188	100.0	100.0	

AItoolsareeasytouseformyworkrequirement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	53	28.2	28.2	28.2
	Disagree	47	25.0	25.0	53.2
	Neutral	38	20.2	20.2	73.4
	Strongly Agree	26	13.8	13.8	87.2
	Strongly Disagree	24	12.8	12.8	100.0
	Total	188	100.0	100.0	

Myorganizationprovidesadequatesupportresourcestouse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	38	20.2	20.2	20.2
	Disagree	48	25.5	25.5	45.7
	Neutral	56	29.8	29.8	75.5
	Strongly Agree	19	10.1	10.1	85.6
	Strongly Disagree	27	14.4	14.4	100.0
	Total	188	100.0	100.0	

UsingAIreducesmyworkpressurebyhelpingmanageworkloa

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	42	22.3	22.3	22.3
	Disagree	56	29.8	29.8	52.1
	Neutral	45	23.9	23.9	76.1
	Strongly Agree	29	15.4	15.4	91.5
	Strongly Disagree	16	8.5	8.5	100.0
	Total	188	100.0	100.0	

IfeelmentallycomfortablewhileusingAItoolsfor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	38	20.2	20.2	20.2
	Disagree	49	26.1	26.1	46.3
	Neutral	49	26.1	26.1	72.3
	Strongly Agree	23	12.2	12.2	84.6
	Strongly Disagree	29	15.4	15.4	100.0
	Total	188	100.0	100.0	

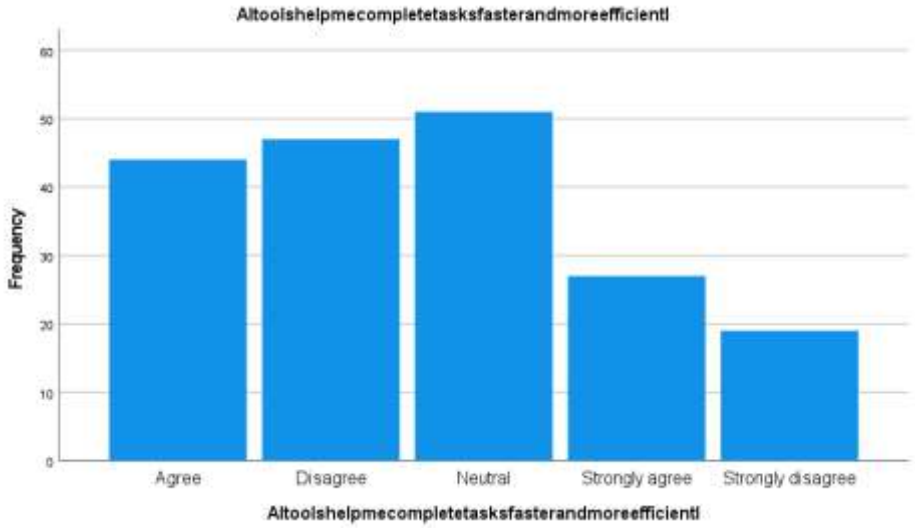
AIrelatedchangesatworkincreasemystressoranxiety

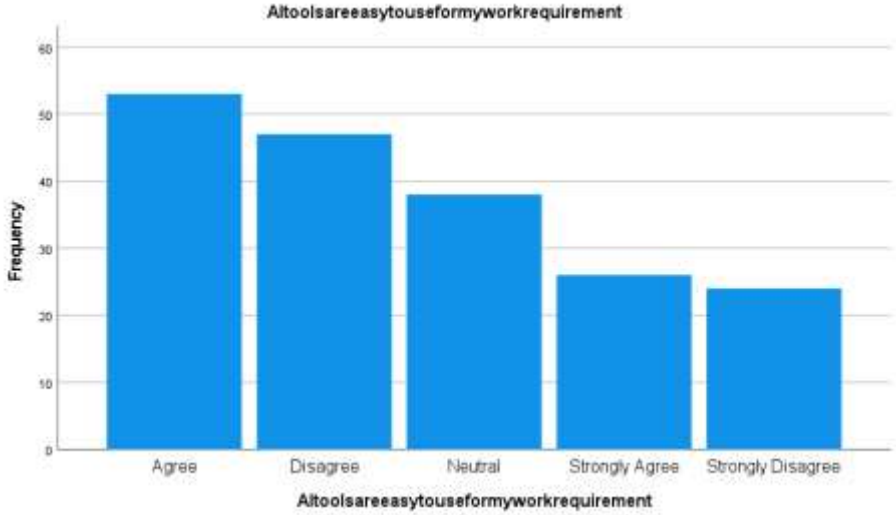
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	42	22.3	22.3	22.3
	Disagree	43	22.9	22.9	45.2
	Neutral	56	29.8	29.8	75.0
	Strongly agree	31	16.5	16.5	91.5
	Strongly disagree	16	8.5	8.5	100.0
	Total	188	100.0	100.0	

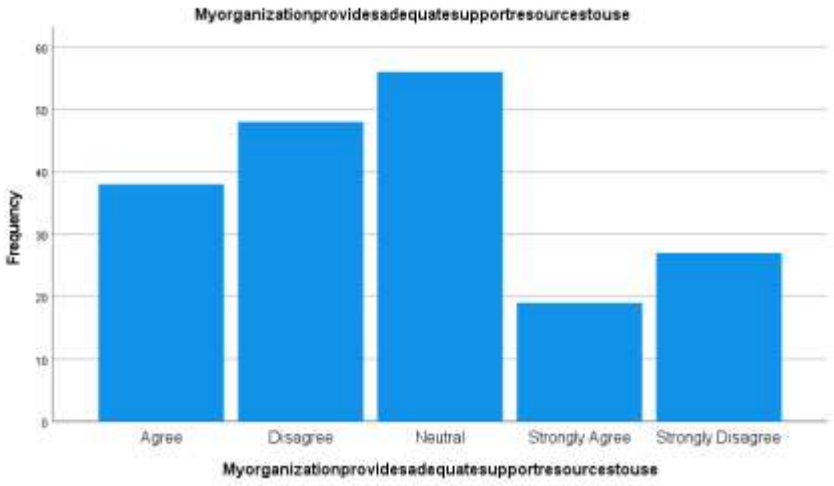
OverallAIuseatworksupportsmywell

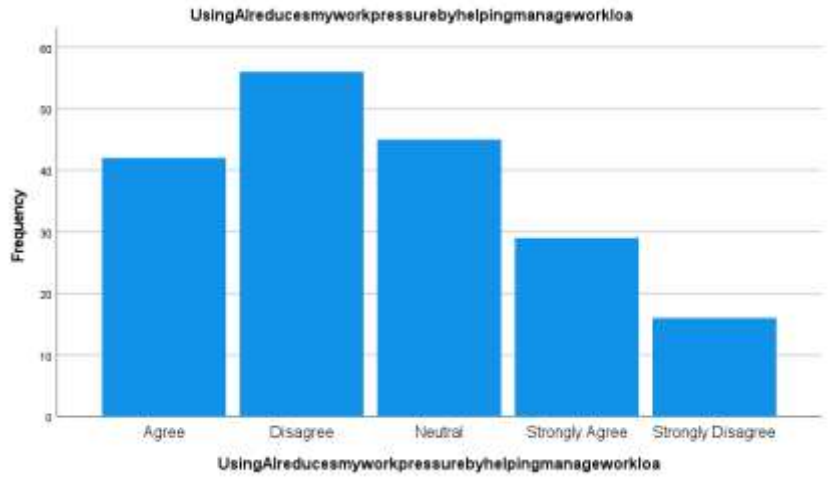
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.5	.5	.5
	Agree	46	24.5	24.5	25.0
	Disagree	49	26.1	26.1	51.1
	Neutral	38	20.2	20.2	71.3
	Strongly Agree	27	14.4	14.4	85.6
	Strongly Disagree	27	14.4	14.4	100.0
	Total	188	100.0	100.0	

Interpretation








UsingAIreducesmyworkpressurebyhelpingmanageworkloa
Frequency
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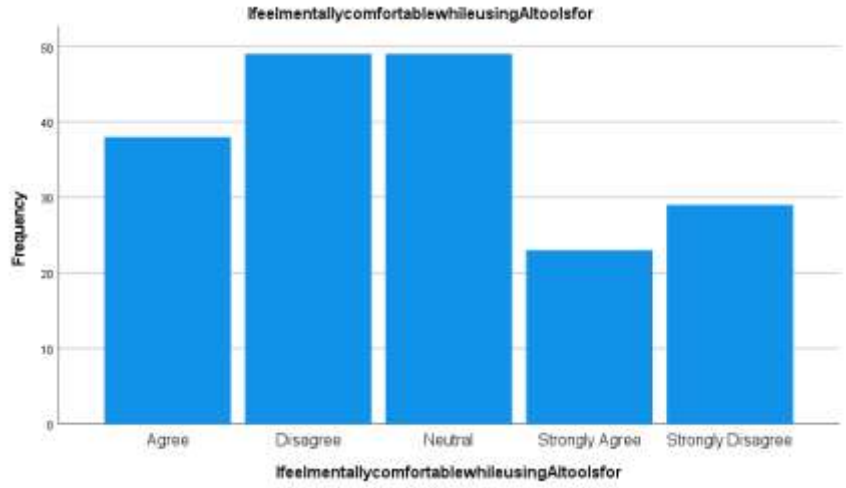
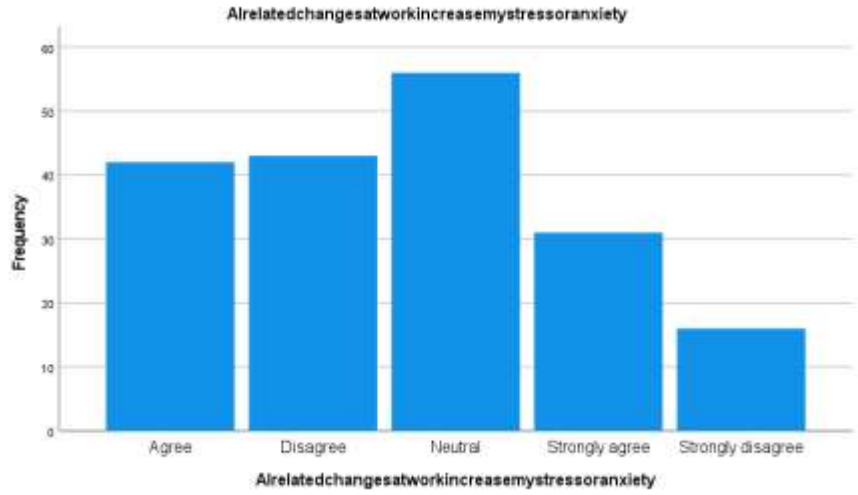
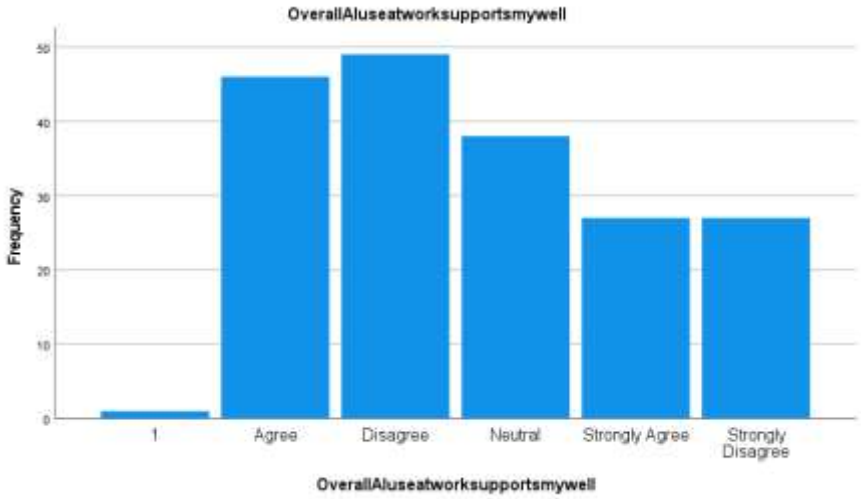
UsingAIreducesmyworkpressurebyhelpingmanageworkloa


IfeelmentallycomfortablewhileusingAItoolsfor
Frequency
Agree
Disagree
Neutral
Strongly Agree
Strongly Disagree
IfeelmentallycomfortablewhileusingAItoolsfor


AIrelatedchangesatworkincreasemystressoranxiety
Frequency
Agree
Disagree
Neutral
Strongly agree
Strongly disagree
AIrelatedchangesatworkincreasemystressoranxiety



4.4 Reliability Analysis of the Scale

Case Processing Summary

		N	%
Cases	Valid	188	100.0
	Excluded[a]	0	.0
	Total	188	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.021	4

Interpretation

Reliability coefficients are very low and some reaction in some cases they are negative. This means that the items contained in the constructs show no strong internal consistency in the current data set. Therefore, the results of the correlation and regression analysis should be viewed with caution. The low alpha values may reflect items being inconsistent in response patterns or alignment between items is limited or test the measurement scale route to using it for stronger hypothesis testing.

4.5 Correlation Analysis

Correlations

		A_USE	WELLBEING	LEARNING	UNETHICAL
A_USE	Pearson Correlation	1	.011	-.050	.047
	Sig. (2-tailed)		.878	.500	.520
	N	188	188	188	188
WELLBEING	Pearson Correlation	.011	1	-.016	.078
	Sig. (2-tailed)	.878		.832	.290
	N	188	188	188	188
LEARNING	Pearson Correlation	-.050	-.016	1	-.030
	Sig. (2-tailed)	.500	.832		.683
	N	188	188	188	188
UNETHICAL	Pearson Correlation	.047	.078	-.030	1
	Sig. (2-tailed)	.520	.290	.683	
	N	188	188	188	188

Interpretation

The correlation coefficients of the relationship between use of AI and the three outcome variables are very small and not statistically significant ($p > 0.05$). This suggests that, in this sample, the higher the AI use, the better the well-being, the stronger the workplace learning, or the lower the unethical behaviour is not strongly linked. The lack of meaningful correlations indicates that the mere use of AI with increased frequency is not necessarily going to lead to positive employee outcomes. Organisational support, the quality of training, job design and ethical controls may be more important than the frequency of use.

4.6 Regression Analysis

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	A_USE[b]	.	Enter

a. Dependent Variable: WELLBEING

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.011[a]	.000	-.005	2.57719	.000	.024	1	186	.878

a. Predictors: (Constant), A_USE

b. Dependent Variable: WELLBEING

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.157	1	.157	.024	.878[b]
	Residual	1235.396	186	6.642		
	Total	1235.553	187			

a. Dependent Variable: WELLBEING

b. Predictors: (Constant), A_USE

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	11.5953	11.7419	11.6702	.02896	188
Residual	-5.69678	6.30322	.00000	2.57029	188
Std. Predicted Value	-2.587	2.475	.000	1.000	188
Std. Residual	-2.210	2.446	.000	.997	188

a. Dependent Variable: WELLBEING

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.518	1	3.518	.457	.500[b]
	Residual	1430.583	186	7.691		
	Total	1434.101	187			

a. Dependent Variable: LEARNING

b. Predictors: (Constant), A_USE

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.138	.865		12.882	<.001
	A_USE	-.053	.079	-.050	-.676	.500

a. Dependent Variable: LEARNING

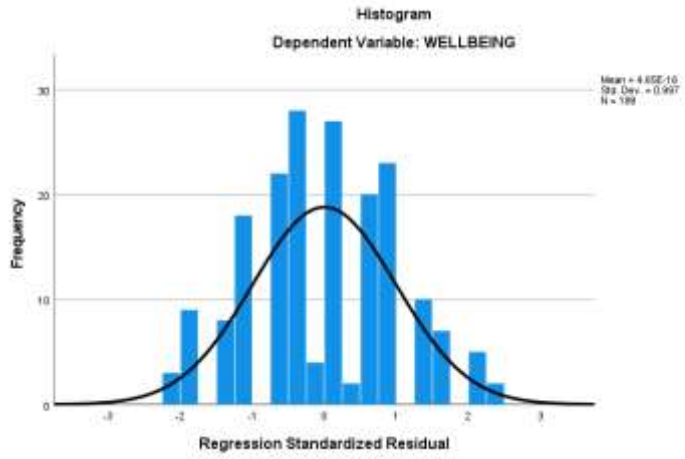
Residuals Statistics[a]

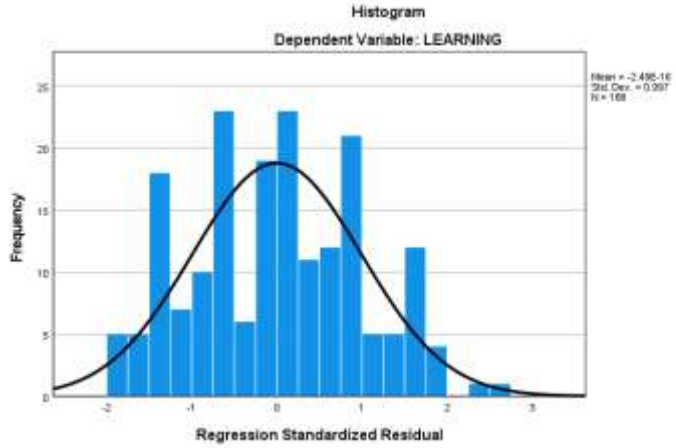
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	10.2296	10.9240	10.5691	.13717	188
Residual	-5.49670	7.34306	.00000	2.76590	188
Std. Predicted Value	-2.475	2.587	.000	1.000	188
Std. Residual	-1.982	2.648	.000	.997	188

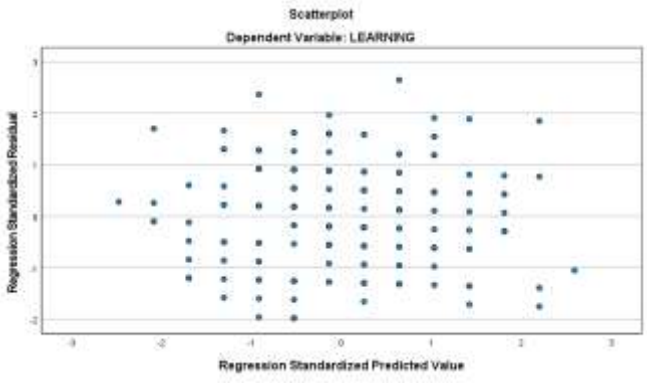
a. Dependent Variable: LEARNING

Interpretation

The results of the regression analysis also indicate that the use of AI does not predict employee well-being or workplace learning and (un)ethical behaviour significantly in this dataset. The R square values are close to zero indicating that the use of AI explains almost 0% of variance in the dependent variables. Thus, the hypotheses H1, H2 and H3 are not supported by the present sample. This is not to say that AI is not relevant at work, but rather that perhaps the quality of implementation, governance and support are more relevant than the raw usage intensity.







4.7 Result and Discussion

The findings are a wary picture of AI at work. Respondents rate AI use as being at a moderate level, well-being and learning at a moderate level, and the ethical risk as being at a moderate level. On the one hand, item implies show that AI will be perceived by employees as useful for the improvement of the speed of work and help them to solve work problems. On the other hand, the data do not find a clear evidence that higher AI use alone improves well desire or learning results or between any clear statistical relationships between AI use and unethical behaviour.

These findings are to some extent in line with the findings presented in the literature review done in preceding chapters. Prior to research contends that human performance can be enhanced through AI technology if it is accompanied by good task-technology fit, leadership support, and governance. The current dataset corroborates that conditional view. Employees seem to benefit from AI in terms of efficiency, however the mean for organisational support and training is relatively low, indicating the conditions have not yet been established in many workplaces for a more positive outcome. Likewise, the moderate unethical-behaviour score has meant that responsible AI-usage is currently still in active managerial consideration, not least for where verification, confidentiality and awareness of policies are not necessarily embedded.

A further important result is the poor reliability of the scales. Because internal consistency is weak, the present analysis should be taken as an exploratory rather than a conclusive analysis. The research does however give us useful practical insight - employees are using AI, but organisations could be in a transitional stage where benefits are uneven and governance systems are not yet mature.

RECOMMENDATION

1. Organisations should ensure that they offer better support systems for organisations working with AI, this includes guidelines, help systems and access to approved tools.

2. Formal training programmes should be introduced, in which employees can learn how to use AI responsibly, how to check the outputs and how to protect the confidential information.

3. Managers should encourage the experimentation with AI only within clear ethical and policy boundaries so that it goes hand-in-hand with innovation and accountability.

4. The questionnaire scale should be improved and tested in future studies since the current reliability coefficients are too low to support strong measures of generalisation.

5. Future research should be conducted with a larger and more diverse sample and may incorporate other variables such as leadership support, AI literacy, task-technology fit and organisational ethics climate.

6. Researchers may also employ qualitative research methods like interviews or focus groups to find an understanding as to why the use of AI is not necessarily translated into an increase of well-being or learning.

CONCLUSION

The study looked into the consequences of AI at work with regard to employee well-being, learning in the workplace, and (un)ethical behaviour with the help of 188 survey responses. The findings across the board show that there is a moderate level of experiences related to the role of AI and moderate benefits experienced in terms of efficiency and learning. However, the results of the statistical analysis do not differentiate any significant relations between the AI use and the three outcomes of employees in the current data. Accordingly, the study concludes that using AI is not enough to produce clear improvements in the employee outcomes.

The findings also show there is more attention needed to organisational support, training and responsible use structure. Employees seem open to work with AI and also recognize its value, but the value is not necessarily translated to well-being and learning gains yet. At the same time, moderate ethical-risk scores signify that the use of AI may produce concerns based on verification, confidentiality, and compliance with determined policies should there be poor governance. Overall, AI should be considered not only a productivity tool, but an organisational system that needs to be supported by training, leadership and mechanisms for accountability.

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