



*Attitudes of Psychologists and Educational Practitioners Towards the Use of
Artificial Intelligence in the Psychological and Educational Fields
(Exploratory Field Study)*

*Merbah ahmed takjeddine**

University of Djelfa,
(Algeria)

a.merbah@univ-djelfa.dz

Hachemi thouria

University of Djelfa,
(Algeria)

hachemi.thouria@univ-djelfa.dz

Rabhi Islam lamine

University of Djelfa,
(Algeria)

rabhislamine@gmail.com

Abstract ;

The present study aimed to explore the attitudes of psychologists and educational practitioners towards the use of artificial intelligence in the psychological and educational fields. It also sought to determine the level of these attitudes across three dimensions (cognitive, affective, behavioral), and to examine the differences according to academic level and years of professional experience. To achieve these objectives, the descriptive exploratory approach was adopted. A questionnaire, developed specifically for this study, was used and consisted of three dimensions. The study was conducted on a sample of 60 psychologists and educational practitioners, selected through a purposive convenience sampling method. The results revealed statistically significant positive attitudes in all dimensions, where the means exceeded the established hypothetical value (30). Additionally, the findings indicated that there were no statistically significant differences in attitudes based on academic level or years of experience.

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* *Corresponding author

1. *Introduction*

The contemporary world is witnessing an unprecedented technological revolution, prominently marked by rapid developments in artificial intelligence (AI), which has become a cornerstone of digital transformation across various sectors, including education and mental health. AI is no longer confined to industries or technical domains but has expanded into critical fields such as education, counseling, and psychotherapy. This presents new challenges for psychologists and educational practitioners in terms of how to engage with this technology while maintaining ethical and professional standards.

AI represents a dual challenge for psychologists. On one hand, it offers opportunities to enhance professional performance and improve service quality; on the other, it raises concerns regarding the therapeutic relationship, ethics, and the boundaries of human intervention. Among the key factors in adapting to this new reality are the attitudes of psychologists themselves toward AI. These attitudes reflect their perceptions, values, and expectations, serving as indicators of their acceptance or rejection of integrating such technologies into their daily practices.

Studying the attitudes of psychologists and educational practitioners toward the use of AI is essential to understanding their professional stances toward digital

transformations. It also helps identify potential differences in these attitudes based on variables such as gender, years of experience, or academic level. Moreover, this understanding can contribute to designing future training programs that align with the digital age while preserving the humanistic values of the profession.

2. *Problem Statement:*

In recent years, AI has rapidly advanced and infiltrated various disciplines, including the psychological and educational fields. AI applications are now used in psychological diagnosis, educational guidance, remote psychological support, behavioral analysis, and even in the construction of psychological tests and scales. This digital transformation necessitates that psychological and educational specialists keep pace with modern technology, engage with it effectively, and ensure the quality of psychological services while upholding ethical standards.

In the Arab context, there has been growing academic and research interest in this topic. For instance, the study by Youssef and Ghoneim (2023) indicated that a segment of Arab researchers showed positive attitudes toward using AI tools, particularly ChatGPT, in psychological and educational research. However, the same study revealed statistically significant differences in these attitudes based on gender, academic level, and place of residence,

raising questions about the actual influencing factors.

Furthermore, the study by Al-Talawi (2025) found that psychological variables such as 'openness to experience,' 'future anxiety,' and 'achievement motivation' significantly predicted specialists' attitudes towards AI in professional practice. The study involved 83 psychological and medical professionals and was among the notable Arab attempts to link technological adoption to psychological motivators or barriers.

On the international level, Cicero et al. (2025) validated the General Attitudes towards Artificial Intelligence Scale (GAAIS), highlighting that psychological dimensions like acceptance, anxiety, and self-efficacy significantly shape professionals' positions on AI use. These global findings partially align with Arab results, reinforcing the need to understand these attitudes within local Arab contexts.

Based on the above, it becomes essential to examine the attitudes of psychologists toward the use of AI in psychological and educational fields, analyze the positivity of these attitudes, and test whether they are influenced by variables such as gender, years of experience, or academic level. Understanding these attitudes is crucial for guiding training policies and building a future professional outlook rooted in conscious and responsible openness to modern technology.

3. Research Questions:

- What are the attitudes of psychologists and educational practitioners towards the use of artificial intelligence in the psychological and educational fields?
- Are there statistically significant differences in these attitudes based on academic level?
- Are there statistically significant differences in these attitudes based on years of experience?

4. Research Hypotheses:

- There are no statistically significant differences in the attitudes of psychologists and educational practitioners towards the use of artificial intelligence in the psychological field attributed to academic level.
- There are no statistically significant differences in the attitudes of psychologists and educational practitioners towards the use of artificial intelligence in the psychological field attributed to years of experience.

5. Study Objectives:

- To identify the level of cognitive attitude among psychological specialists and educational practitioners towards the use of artificial intelligence in the psychological and educational fields.

- To identify the level of affective attitude among psychological specialists and educational practitioners towards the use of artificial intelligence in the psychological and educational fields.
- To identify the level of behavioral attitude among psychological specialists and educational practitioners towards the use of artificial intelligence in the psychological and educational fields.
- To explore differences in the attitudes of psychological specialists and educational practitioners towards the use of artificial intelligence in the psychological field based on academic qualification.
- To explore differences in the attitudes of psychological specialists and educational practitioners towards the use of artificial intelligence in the psychological field based on years of professional experience.

6. Importance of the Study:

- The significance of this study lies in the nature of the target group (psychological specialists and educational practitioners) and their pivotal role in psychological and educational institutions, as they are key actors in providing psychological care and achieving educational goals, guiding individuals towards psychological and social adjustment.
- The study seeks to highlight the nature of the attitudes held by psychological specialists and educational practitioners towards the use of artificial intelligence in

their professional practices, and to understand their level of acceptance of this modern technology through cognitive, affective, and behavioral dimensions.

- The study reveals how certain professional variables—such as academic level and years of experience—may influence the attitudes of psychological specialists and educational practitioners, and whether these factors play a role in promoting or inhibiting their tendency to adopt artificial intelligence in their work.
- The study sheds light on a specialized professional group that blends humanistic and scientific aspects in their work—namely, psychological specialists and educational practitioners—who deal with diverse populations and play multiple roles including diagnosis, treatment, and counseling. This makes examining their stance towards technological shifts essential for guiding training and development policies in this field.

7. Operational Definitions of Study Concepts:

- **Attitudes:** An attitude is a relatively enduring evaluation—ranging from negative to positive—towards a specific object (person, idea, technology, etc.). In this study, it refers to the score obtained by the psychological specialist on the attitudes questionnaire regarding the use of artificial intelligence, which measures three dimensions (cognitive – affective – behavioral) using a Likert scale from 1 to 5. It reflects the overall positive or negative evaluation.

- **Cognitive Attitude:** This refers to the knowledge and beliefs an individual holds about a particular subject. In this study, it is measured by the score on items assessing the psychological specialist's knowledge and understanding of artificial intelligence (such as awareness of potential applications), as indicated in the questionnaire.
- **Affective Attitude:** This refers to the emotional component of the attitude—positive or negative feelings towards a topic. In this study, it is measured by the degree to which the specialist's responses reflect emotions such as comfort or anxiety toward artificial intelligence, based on questionnaire items.
- **Behavioral Attitude:** This refers to the readiness or intention to perform a behavior related to a specific topic. It is measured by the score obtained on items assessing the participant's intent or willingness to use artificial intelligence in their psychological and educational work.

Artificial Intelligence in the Psychological and Educational Fields:

This refers to computer systems capable of performing tasks that typically require human intelligence. It includes various smart tools and applications (such as diagnostic systems, counseling programs, educational robots), as outlined in the questionnaire items, and is assessed based on the perception of psychological and educational practitioners.

8. Artificial Intelligence in Psychological Diagnosis and Therapy:

8.1 Artificial Intelligence and Diagnosis:

Artificial intelligence (AI) is considered a promising tool for improving the accuracy of diagnosing psychological disorders. It relies on data analysis and machine learning techniques to extract precise behavioral patterns, allowing for diagnoses based on quantitative and objective data. Studies have shown that AI systems can monitor and analyze patients' psychological behaviors, contributing to more accurate and effective psychological evaluations.

According to the Canadian Psychological Association (2024), AI can enhance the accuracy of psychological diagnosis through:

- Analyzing speech patterns and tone to detect depression and anxiety.
- Using machine learning to identify autism spectrum disorders by analyzing non-verbal behaviors.
- Analyzing clinical data and patient history for early detection of psychological disorders.

Although the use of expert systems in mental health has lagged behind the medical field, AI-enhanced systems are becoming increasingly widespread. For instance, Masri & Mat Jani (2012) proposed an AI-based expert system for diagnosing psychological disorders (MeHDES), which encodes expert human knowledge into a knowledge base using rule-based reasoning techniques. Other practical applications of AI-supported expert systems include:

- Reviewing drug usage, monitoring, and identifying adverse drug interactions.
- Using Multi-Agent AI systems that can interact and make collective decisions in clinical or research settings.

The benefits of AI-based clinical decision support systems include:

- Managing highly complex data levels, helping physicians extract relevant information and make optimal decisions.
- Reducing diagnosis time and managing uncertainty.
- Minimizing human errors caused by cognitive fatigue, thus improving the quality of mental healthcare.
- With these capabilities, reliance on AI to support psychiatrists and psychologists in providing more accurate diagnoses and efficient treatments is increasing. (Irshad, 2022)

8.2 Artificial Intelligence and Psychotherapy:

AI plays a significant role in designing individualized therapeutic programs based on patient behavior analysis. Recently, computer-assisted therapies have been used to address psychological issues, where computers deliver some aspects of psychotherapy or behavioral therapy directly to patients through software or online platforms. Luxton (2014) introduces the concept of the “computer therapist,” a highly integrated system. Additionally, Morales et al. (2017) utilized data mining techniques to distinguish between groups at

risk and not at risk of suicide. (Irshad, 2022)

In another approach, 154 patients with major depressive disorder were assigned to either Computerized Cognitive Behavioral Therapy (CCBT) using the “Good Days Ahead” program or traditional CBT for 16 weeks. Results showed that CCBT, which included online skill modules and around 5 hours of therapist contact, was not less effective than traditional CBT, which included over 8 additional hours of therapist interaction.

Other studies have shown strong evidence for the effectiveness of CCBT when supported by a therapist or psychologist, but its effectiveness declined when used as a standalone program .

Internet-based CBT (iCBT) also showed significant improvements in psychological symptoms and increased beneficial physical activity. (Irshad, 2022)

Chatbots and AI-powered tools are now used in delivering psychological support and cognitive-behavioral therapy online. Examples include:

- “Woebot”: a chatbot using CBT techniques to support individuals with anxiety and depression.
- “Wysa”: an AI-powered app to help users manage emotional issues and stress.

AI is also used in analyzing therapy recordings to enhance therapist

performance by providing feedback on patient interactions. (Canadian Psychological Association, 2024)

Over 100 computer-supported therapeutic programs have been developed for various psychological and behavioral disorders (Marks, Cavanagh & Gega, 2007). These range from simple text-based formats to advanced interactive virtual reality.

Cognitive Rehabilitation (CR) is an emerging computer-based therapy defined by the Cognitive Remediation Experts Workshop (CREW) as:

"Cognitive rehabilitation is an intervention targeting cognitive deficits (attention, memory, executive function, social cognition, or metacognition) using learning principles to improve functional outcomes." (Irshad, 2022)

Examples of AI contributions in psychology include:

- Automated psychological assessments conducted online for efficient and accurate patient evaluations.
- Personalized treatment recommendations using algorithms to analyze patient data, including symptoms and treatment history.
- Virtual reality therapy enabling patients to confront fears in a controlled and safe environment.

- Early detection of psychological disorders by analyzing big data for patterns and risk factors.

- Predictive modeling to identify individuals at risk for mental health disorders for early intervention.

- Natural language processing for analyzing spoken or written language to identify emotions and mental states.

- Sentiment analysis of social media content to monitor psychological well-being and intervene when necessary.

- Drug development supported by AI to discover new treatments for psychological disorders.

- AI-powered chatbots providing mental health support in underserved areas.

- Brain imaging analysis using AI to detect mental disorders through fMRI.

- AI models for predicting suicidal behaviors based on data from health records and social media.

- AI-assisted psychotherapy proven effective in treating depression through adaptive, symptom-based interventions.

- Cognitive assessment tools for diagnosing conditions like Alzheimer's and ADHD.

- Emotion recognition technologies using facial expression, voice, and physiological signals.

- AI-supported CBT shown effective for treating PTSD through real-time feedback using natural language processing. (Vaida, 2023)

9 Field Aspect:

9.1 Method Used:

The exploratory descriptive method was employed due to its suitability for this study. This approach aims to answer research questions and uncover the nature of relationships between variables. It is considered one of the research methods commonly used in the initial stages of scientific studies, contributing to the collection of preliminary information about the studied phenomenon and understanding it in its natural context without interference or modification.

The exploratory descriptive method is defined as “a set of research procedures aimed at identifying topics worthy of study in a particular field, determining research problems, and deeply clarifying their various aspects. (Al-Rasheedi, 2000, p. 55)

Table (01) represents the sample characteristics

Category	Variable	Frequency	Percentage
Gender	Male	15	25%
	Female	45	75%
	Total	60	100%
Academic Level	Bachelor's	08	13%
	Master's	42	70%
	PhD	10	17%
	Total	60	100%
Years of Experience	< 5 years	38	63%
	5–9 years	5	8%
	> 10 years	17	29%
	Total	60	100%

Table (01) indicates that the majority of the sample are females (75%), a higher

9.2 Study Sample:

The study population consisted of psychological and educational specialists working in various educational and psychological institutions. The sample comprised 60 specialists selected using a purposive convenience sampling technique. This non-random sampling method relies on the availability of individuals and the ease of accessing them in specific locations. This method is suitable for field studies that face difficulties in accessing a fully representative random sample or when the focus is on a specific professional category. The sample included specialists with various academic levels and professional experiences, adding diversity that enhances the study's representation of the general community of psychological and educational specialists.

9.3 Sample Characteristics

proportion than males (25%). Regarding academic level, most participants hold a Master's degree (70%), followed by PhD holders (17%), and Bachelor's degree holders (13%). In terms of experience, the highest proportion had less than 5 years of experience (63%), followed by those with more than 10 years (29%), and the lowest percentage (8%) had 5 to 9 years of experience.

9.4 Data Collection Tools:

Selecting the appropriate research tool is a fundamental step determined by the nature of the problem, the objectives of the study, its questions, and the proposed hypotheses. The tool must be capable of collecting accurate and relevant data about the phenomenon under investigation.

9.5 Questionnaire on the Attitudes of Psychological Specialists Toward the Use of Artificial Intelligence:

After reviewing the theoretical literature and previous studies on the topic, a questionnaire was developed consisting of two parts.

- The first part aims to collect demographic information about the sample, such as gender, academic level, and years of experience.
- The second part includes 30 items divided across three dimensions: (cognitive attitude, affective attitude, behavioral attitude). These items are designed to test the hypotheses and answer the research questions. The items were constructed using a five-point Likert scale, with the following response options: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.

9.6 Psychometric Properties of the Scale:

9.6.1 Content Validity (Expert Judgment):

The tool was presented to a panel of ten experienced and specialized experts to evaluate each domain measured by the tool, the appropriateness of the items for their respective dimensions, as well as the wording, language, and overall coherence of the instrument. Based on their comments and suggestions, the necessary modifications were made, resulting in a final version of the questionnaire containing 30 items.

9.6.2 Internal Consistency Validity:

Table 02 shows the correlation coefficients between the dimensions and the total score of the scale:

Dimension	Significance Level	Correlation Coefficient
Cognitive Attitude	0.001	0.874**
Affective Attitude	0.001	0.728**
Behavioral Attitude	0.001	0.870**

Significance level: 0.01**

The table results show that all dimensions have a statistically significant positive correlation with the total score of the scale at the 0.01 level, indicating the internal consistency validity of the instrument.

9.6.3 Discriminant Validity (Extreme Group Comparison):

Discriminant validity was assessed using the extreme group comparison method, which is based on the instrument's ability to distinguish between high and low scorers on the measured construct . (Maamriya, 2007, p. 158)

- Scores were arranged in descending order, and 33% from each end of the distribution were selected, forming two extreme groups of 10 participants each (high and low).
- The means and standard deviations for each group were calculated, and a t-test was conducted to assess the significance of differences between the groups.

Table 03: T-test results for differences between the high and low groups

Sample Group	Mean Score	Std. Deviation	T-value	Significance
High Group (n=10)	123.20	3.22		
Low Group (n=10)	97.20	8.66	8.894	Significant at ($\alpha = 0.01$)

The table indicates that the t-test values for the differences between the means of the high and low groups are statistically significant at the level of ($\alpha = 0.01$), demonstrating the instrument's ability to distinguish between individuals with high and low attitudes. This is considered an indicator of the discriminant validity of the tool.

9.6.4 Reliability Using Cronbach's Alpha:

The reliability of the instrument was calculated using Cronbach's Alpha coefficient.

Table 04: Cronbach's Alpha reliability coefficient for the Attitudes Questionnaire

Variable	Sample Size	No. of Items	Cronbach's Alpha
Attitudes	30	30	0.851

The table shows that the Cronbach's Alpha coefficient is 0.85, indicating a high level of internal consistency among the items, and confirming the instrument's strong reliability.

9.6.5 Reliability Using Split-Half Method:

This method involves splitting the scale into two halves, calculating the Pearson correlation between them, and then applying the Spearman-Brown or Guttman correction formulas, depending on the variance equality.

Table 05: Split-half reliability results for the Attitudes Questionnaire

Variable	No. of Items	Pearson Correlation	Spearman-Brown	Guttman
Attitudes	30	0.749	0.857	0.854

The table shows that the split-half reliability coefficient is 0.75, and after applying the correction, it increased to approximately 0.85, which is an excellent reliability value, indicating high stability of the instrument.

9.7 Study Results:

Table 06: Normality Test Results for the Questionnaire on Specialists' Attitudes Towards the Use of Artificial Intelligence

Measure	Sample Size	Mean	Standard Deviation	Kolmogorov-Smirnov	Sig.
Attitudes Questionnaire	60	108.49	1.67	0.133	0.010

The table indicates that the significance level of the Kolmogorov-Smirnov test was (Sig. = 0.01), which is less than the accepted significance level (0.05). This means the distribution is not normal, and as a result, non-parametric statistical tests were used for data analysis.

9.7.1 Answer to the First Research Question:

What are the attitudes of psychological specialists and educational practitioners towards the use of artificial intelligence in the psychological and educational fields?

Table 07: One-sample Wilcoxon test results

Dimension	N	Wilcoxon	Std. Deviation	Mean	Hypothetical Mean	Z-value	Sig. Level
Cognitive Attitude	60	1654.00	5.543	37.00	30	5.809	0.000
Affective Attitude	60	1653.00	4.356	38.00	30	6.575	0.000
Behavioral Attitude	60	1289.00	6.031	34.50	30	4.014	0.000

The results of the one-sample Wilcoxon test show that the attitudes of psychological specialists were positive across all three dimensions. The mean scores for each dimension were higher than the

hypothetical mean (30), and all differences were statistically significant at ($\alpha = 0.01$).

These findings indicate clear positive attitudes among specialists toward integrating AI into psychological and educational practices. The results align with the study by Ghimire et al. (2024), which found that educational professionals hold positive attitudes toward AI due to increasing awareness of its technical and practical benefits. Similarly, results are supported by a 2024 study published in Nature, which highlighted a strong relationship between the cognitive and behavioral dimensions in forming positive AI attitudes.

On the other hand, these findings differ from the study titled "What are Therapists' Attitudes Towards the Use of AI in Therapy?", which revealed reservations among some specialists, especially early-career practitioners, who expressed concerns about AI affecting the human connection and empathy in therapy sessions.

This discrepancy may be attributed to differences in professional contexts; cognitive acceptance of AI does not necessarily imply practical readiness to use it in all psychological work aspects. This opens avenues for future research to explore the professional and cultural determinants influencing the adoption of AI technologies.

9.7.2 First Hypothesis:

"There are no statistically significant differences in the attitudes of psychological specialists and educational practitioners toward the use of artificial intelligence in the psychological field that can be attributed to the academic level variable."

Table 08: Kruskal-Wallis Test Results for Attitude Questionnaire by Academic Level

Dimension	Academic Level	N	Mean Score	Mean Rank	Chi-Square	df	Sig. Level	p-value
Cognitive Attitude	Bachelor's	8	33.00	22.63	2.802	2	0.05	0.246
	Master's	42	36.69	30.58				
	PhD	10	38.50	36.45				
Affective Attitude	Bachelor's	8	36.87	25.44	0.913	2	0.05	0.634
	Master's	42	38.54	31.70				
	PhD	10	38.20	29.50				
Behavioral Attitude	Bachelor's	8	31.75	25.75	1.713	2	0.05	0.425
	Master's	42	33.54	30.04				
	PhD	10	36.00	36.25				
Total		60						

The results indicate that the Chi-Square values for all three dimensions (cognitive, affective, behavioral) were not statistically significant, as all p-values were greater than 0.05. Therefore, it can be concluded that there are no statistically significant differences in the attitudes of psychological specialists toward the use of AI based on academic level.

This supports the first hypothesis, which states:

"There are no statistically significant differences in the attitudes of psychological specialists toward the use of artificial

intelligence in the psychological field attributed to academic level."

These findings are consistent with the study by Kim & Lee (2023) conducted in South Korea (N = 1,677), which found that academic level had no significant impact on students' attitudes toward AI, while technical experience and individual interest were the real influencing factors.

Conversely, the current study differs from the findings of Park, Woo & Kim (2024), which analyzed a large workplace sample (N = 2,841) using a multidimensional scale (Attitudes towards AI at Work), and concluded that higher academic levels were associated with more positive attitudes toward AI, especially in dimensions like trust and functional reliance.

9.7.3 Hypothesis Two:

"There are no statistically significant differences in psychologists' attitudes toward the use of artificial intelligence in the psychological field attributed to the variable of experience."

Table (09): Kruskal-Wallis Test Results for the Attitudes Questionnaire According to Years of Experience

Dimension	Years of Experience	N	Mean Score	Mean Rank	Chi-Square	df	Significance Level	p-value
Cognitive	Less than 5 years	38	36.23	29.20	1.762	2	0.05	0.414
	5 to 9 years	5	39.40	40.20				
	More than 10 years	17	36.23	30.56				
Affective	Less than 5 years	38	38.10	30.07	0.098	2	0.05	0.952
	5 to 9 years	5	38.20	30.00				
	More than 10 years	17	38.64	31.62				
Behavioral	Less than 5 years	38	34.47	32.50	2.199	2	0.05	0.333
	5 to 9 years	5	34.80	33.30				
	More than 10 years	17	31.70	25.21				
Total		60						

The results of the table show that the Chi-Square values for all dimensions were not statistically significant, and since all p-values were greater than the adopted significance level (0.05), the results indicate that there are no statistically significant differences in psychologists' attitudes toward the use of artificial intelligence attributed to the variable of years of experience.

10. CONCLUSION

At the conclusion of this study, which aimed to explore the attitudes of

The results of the second hypothesis indicate that there are no statistically significant differences in psychologists' attitudes toward the use of artificial intelligence attributed to the variable of years of experience, in the three dimensions: cognitive, affective, and behavioral. Accordingly, the hypothesis stating that "There are no statistically significant differences in psychologists' attitudes toward the use of artificial intelligence in the psychological field attributed to the variable of years of experience" is confirmed.

This finding is consistent with the study of Al-Medfa et al. (2023), which was based on a sample of 114 doctors in Bahrain and showed that there is no significant relationship between years of experience and practitioners' attitudes toward artificial intelligence. Instead, technical knowledge and professional handling were the most influential factors.

It differs, however, from the study of Palm, Kingsland & Bolsen (2025) published on arXiv, which showed that individuals with less prior technical experience had more positive attitudes toward artificial intelligence compared to more experienced experts. This reflects a shift toward cautious conservatism with the accumulation of practical experience.

The results of this study confirm that the variable of professional experience is not a sufficient determinant for understanding psychologists' attitudes toward artificial intelligence. This calls for strengthening continuous training and practical instruction in this field to ensure the formation of positive attitudes based on cognitive and technical competence rather than merely the accumulation of years of service

psychological and educational specialists toward the use of artificial intelligence in the psychological and educational fields, a

set of important results was reached that reflect a professionally and cognitively advanced reality regarding this modern technology.

The results of the study showed that the specialists possess positive attitudes toward artificial intelligence—whether at the cognitive, affective, or behavioral level—which indicates their initial willingness to accept this type of tool and employ it within their professional practices.

The results also showed that the variables of academic level and years of professional experience did not have a statistically significant effect on these attitudes. This means that the positive orientations toward artificial intelligence were relatively shared among various professional categories, without a clear influence of either the number of years of practice or the academic degree. This indicates a growing general awareness among specialists of the importance of artificial intelligence in developing psychological and educational practice, regardless of their academic backgrounds or professional experiences.

These findings confirm the need to strengthen this positive orientation through specialized training programs, and to update university training curricula to include applications of artificial intelligence in the psychological and educational fields. This should be done alongside the development of regulatory and ethical frameworks that ensure the safe and effective use of this technology in a manner that serves the interests of

individuals and preserves their dignity and privacy.

Accordingly, this study opens new horizons for researchers and professionals to consider how to transform these positive attitudes into concrete professional practices based on scientific knowledge and quality training, in order to keep pace with modern technological advancements and provide psychological and educational services characterized by quality, efficiency, and innovation

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