

THE EFFECT OF ARTIFICIAL INTELLIGENCE LITERACY ON STAKEHOLDER ENGAGEMENT

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Introdução

The accelerated integration of Artificial Intelligence (AI) into organizational processes has fundamentally reshaped the nature of relationships between institutions and their stakeholders (Wang, Rau, & Yuan, 2023). In this context, AI literacy, understood as the ability to comprehend, critically evaluate, and effectively interact with AI systems (Long & Magerko, 2020), emerges as a core competency for fostering meaningful stakeholder engagement.

Problema de Pesquisa e Objetivo

Given the growing presence of AI in public organizations, this study investigates the following question: How do different dimensions of AI literacy influence stakeholder engagement? The aim is to examine the effects of awareness, usage, evaluation, and ethics on overall engagement and its subdimensions: affective commitment, positive affectivity, and empowerment.

Fundamentação Teórica

The theoretical framework is grounded in the concept of AI literacy, encompassing the dimensions of awareness, usage, evaluation, and ethics (Wang et al., 2023). It also draws on stakeholder engagement theory, with a particular focus on public engagement as proposed by Kang (2014), which includes the dimensions of affective commitment, positive affectivity, and empowerment. Based on this foundation, seven hypotheses were formulated linking the dimensions of AI literacy to organizational engagement.

Metodologia

The research was conducted with 61 stakeholders from public universities who attended a lecture on AI. The questionnaire employed adapted scales from Wang et al. (2022) to measure AI literacy and from Kang (2014) to assess engagement. The analysis used ordinary least squares (OLS) regression, with control variables for stakeholder group and length of relationship with the organization.

Análise dos Resultados

The models indicate that critical evaluation of AI is the only dimension with a positive and significant effect on engagement, positive affectivity, and empowerment. In contrast, the ethical dimension showed a negative relationship with affective commitment. Awareness and use did not demonstrate statistical significance in the estimated models.

Conclusão

The results of this study reinforce the centrality of critical evaluation as a key component of AI literacy aimed at public engagement. At the same time, they reveal the limitations of a purely functionalist approach to digital literacy and suggest that the ethical dimension should be addressed with greater sensitivity in civic education policies, given its potential both to empower and to alienate stakeholders from public institutions.

Contribuição / Impacto

The study advances the understanding of the factors that sustain engagement in the public sector. By highlighting the centrality of critical literacy, it contributes to public policies aimed at citizen empowerment, strengthening participatory, reflective, and socially responsible practices in the use of AI.

Referências Bibliográficas

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