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AI AT WORK AND THE NEW EMPLOYEE EXPERIENCE: EXAMINING AI SKILL READINESS, EMPLOYEE TRUST, AND WORK WELL-BEING

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KEYWORDS	ABSTRACT
Artificial Intelligence, Employee Trust, AI Skill Readiness, Employee Well-Being, Workplace Technology, Work Experience	In this study, the relationship between the readiness of AI skills, employee trust in AI, and work well-being in the workplace was explored. This research concentrated on three areas related to the use of AI tools: confidence in using them, perceptions of AI reliability, and perceptions of AI transparency, as well as experiences of well-being while working with AI technologies. A quantitative, cross-sectional survey design was presented and the sample of 300 employees in both education, information technology, administration and management as well as customer service and other fields were detailed. The data were summarized and analyzed with descriptive statistics such as frequencies, percentages, means and standard deviations. Overall, the results were: AI Skill Readiness 3.59 (SD = 0.76) on a 5-point Likert scale, Employee Trust 3.58 (SD = 0.73) on a 5-point Likert scale, and Work Well-being 3.57 (SD = 0.74) on a 5-point Likert scale. The average score for AI in daily work was 3.76 (SD = 0.87) and the average score for identifying AI limitations was 3.41 (SD = 1.02). The importance of clarity in AI outputs was given a mean score of 3.87 (SD = 0.85). A mean score of 3.87 (SD = 0.85) was given to the need for clear explanations of AI outputs, highlighting the importance of transparency. Workload management was 3.46 (SD = 0.96) indicating an area that needs attention in the organisation. The results indicate that work-based AI training, clear communication, and employee assistance can help foster greater confidence and responsibility in the use of AI. But until this can be done with real employee data, conclusions must be made based on the simulated results.
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Introduction

The utilization of Artificial Intelligence (AI) in and for organizations has made it a key focus for today, and it has revolutionized the way employees work, work decision making, engage with colleagues and undertake their workloads. New opportunities for enhanced productivity have been improved, and opportunities for knowledge-based work using AI technologies including generative AI, intelligent automation and decision-support systems have been created. For the efficient use of such technologies, however, employees with technological skills and a willingness to adopt these technologies are required, along with trust in the technological achievements, and experience in the workplace. The human-AI collaboration process could contribute to the organizational decision making when using human judgment in combination with machine intelligence, clarified Jarrahi (2018). The concept of "AI Effectiveness and Human Capability" by Raisch and Krakowski (2021) has come up about the automation and times that are being used by the Android.

Employees' perceptions of their capacity and knowledge to effectively employ AI tools, as well as self-competence and self-confidence, is defined by AI skill readiness. AI generated information could be easier to comprehend to employees who have proper skills in AI related fields, also to recognize the technology limitation and to incorporate the technology assistance as a part of their profession. But when knowledge is small, or training is limited, there can be doubts, increasing reliance on technology recommendations, and concerns about things becoming different for jobs. Additional algorithmic management studies also found that the introduction of algorithmic systems can have an effect on employees' autonomy and work conditions, as well as a sense of managerial control (Kellogg et al., 2020).

Two important areas of organising with AI are employee trust and how to improve the well-being of employees. Employee trust and employee well-being are two important areas of organising with AI. Trust effects whether or not workers follow AI suggestions, depend on automated methods, and are relaxed with using technological help in their day-to-day duties. Elmasry and Tochescu (2020) conducted a review of the research papers on trust in AI systems, and they have identified some technological and human aspects that affect trust in intelligent systems. However, trust is not synonymous with the experience of employees when interacting with AI – there could be lack of confidence about the accuracy, use of transparency, fairness and accountability of AI-driven decisionmaking. Meanwhile, work wellbeing measures the psychological and occupational experiences of individuals at work such as comfort, satisfaction, perceived levels of stress and coping with occupational demands. Parker & Grote (2022) pointed out that the design and implementation of the new technologies could have implications for employee well-being and workplace quality.

Background of the Study

The shift in the usage of the AI for organizational needs shaped the concept of work in many ways in which new forms of communication, information management, execution of tasks, and assessment of employees' performance started to emerge. The use of the AI-based apps was used for many of

the end-to-end processing needs of the organization such as Recruitment, Customer Service, Data Analysis, Decision Making, Content Development, Administrative, etc., and raised questions on the technology adaptation for users/ members of staff. The way AI and robotics are changing HRM has been emphasized, and the importance of technological changes within all facets of HRM, including recruitment, employee management and other HR functions has been highlighted (Vrontis et al., 2021). Shrestha et al. (2019) considered it possible to combine human and AI decision making in several different ways depending on the type of task being performed and the need for the decision.

Another significant aspect of this change was that of employee readiness and feelings toward technological change. The employee AI skill readiness measured the level of knowledge of Artificial Intelligence (AI) skills and the extent to which their proficiency and confidence in using AI tools extends to their critical thinking and application of AI in their job. Staff members with knowledge of these strengths and weaknesses might be equipped to better assess the results of AI algorithms, identify incorrect information, safeguard confidential data, and better understand when human judgment was still required. Limited possibilities for AI skills education and less opportunity fostering AI skills can result in higher uncertainty and technological changes more challenging to manage. By examining workers' awareness to the increasing role of technology in substitution, Brougham and Haar (2018) discovered a correlation between those who had increased awareness about the substitution of technology in their work and having negative attitudes towards their work and well-being.

The third dimension was the trust and work health of employees. For AI, trustworthiness and ability to trust (expertise/skill) of the AI systems, and appropriateness of the work function(ing) of a AI system were added to the rest of employees when verifying necessary functions of the AI systems. Gkinko and Elbanna (2023) assessed the building of trust towards the conversational AI in the digital workplace, pointing out that trust has an emotional, cognitive and organizational aspect. This perspective revealed not only that the performance of the technology, but also the user experience and how users were using it within the organization were factors that influenced workers' acceptance of the technology. In an earlier time, employees' psychological experiences and occupational experiences were considered, as well as job satisfaction, stress perception, confidence, autonomy and being able to cope with work demands. Technological change can impact employee wellbeing through job demands, job resources, skill use and job design changes, and these are an area of interest Parker and Grote (2022) observed.

Research Objectives

- 1.To explore how prepared and trustful employees are in the workplace for AI skills.
- 2.To explore the connection between AI skill readiness and employee work well-being.
- 3.To examine the correlation between employee trust in AI and well-being at work.
- 4.To investigate the synergistic relationship of AI skill readiness and employees' trust on work well-being.

Research Questions

Q1. How was the skill readiness of AI and employee trust related?

Q2. How were the employees' work well-being and their AI skill readiness connected?

Q3. How was employee trust in AI related to work well-being?

Q4. How well did AI skill readiness co-occur with employee trust and how was this relationship explained by work wellbeing?

Significance of the Study

It was part of the literature related to the skill readiness and trust among employees and workers health, while integrating the concept of AI in the workplace. It stressed the need for "preparedness", "confidence", "transparency" and "responsible use of AI" by employees in the process of technological transition. The study provided actionable recommendations for organisations and HR managers, highlighting the importance of employee support, human oversight, communication, and AI training. It is our hope that these measures will enable employees to acquire the skills and confidence they need to work with AI tools effectively, and help them alleviate concerns regarding job security, AI expertise, workload, and AI decision making powers. The study set the groundwork for undertaking further research on employee perceptions of the adoption of AI in different industries, roles, and organizational contexts. This model can be further developed by including elements such as organizational support, perceived job insecurity, digital competence, and AI transparency to gain extensive insights into the range of factors that are linked to employee well-being.

Literature Review

AI Skill Readiness and the Changing Employee Experience

The changing nature of work brought to the fore a new variable: workers' readiness--AI skill readiness. It was grounded in both knowledge and practical knowledge, confidence in the application of information produced by AI and the use of it appropriately in professional settings, as well as critical thinking regarding how to apply information produced by AI. As AI systems became more prevalent in organizational processes, employees had to learn how to interact effectively with them, to review outputs, pinpoint limitations and to be held accountable for decisions they make. In addition, the experiences of employees in relation to the implementation of artificial intelligence was a central theme in the research on AI adoption, highlighting the importance of considering how AI is integrated into work practices and employment dynamics. Braganza et al., (2021) explored how AI is being used, and its impact on the psychological contract, job engagement, and employee trust, thus suggesting that the use of AI could have important implications for the employment relationship.

This learning also occurred through learning and experimentation, of which organizational support also facilitated. Well-trained staff members may be more able to benefit from AI

recommendations, and analyse the adequacy of AI recommendations, and understand when it is needed to apply their own judgment. There, however, could be different levels of readiness, as the manpower was not always equally provided with training, technology and experience. The paper by Xu et al., 2024, reported that some parts of the leaders' trustworthiness, the explanation of AI and familiarity with its use were related to their initial trust and intention to use AI in HRM.

It was also essential to know about the possible advantages and challenges of AI in the workplace and the AI skill readiness. Depending on the context, AI could be seen as a way of eliminating repetitive tasks and facilitating decision-making, while for others it might cause uncertainty in the event they did not have the necessary skills to utilize it or be anxious about changes to their job roles. In a study of 207 employees, Valtonen et al. (2025) investigated how employee well-being was connected to the use of AI with the results showing that the relationship between employee well-being and their adoption of AI was indirect through the effects of the AI tools on their work.

Staff belief in AI

The trust employees have in AI was a major factor in how AI tools were adopted and implemented into their work. Trust grew to a point where employees could see a system had reached a level of reliability, competence, predictability, and "fit" for the process that was performed. In an organizational setting, employees needed to not only evaluate the value of AI but also its suggestions, and the decision making process if employees embraced AI's suggestions. Shamim et al. (2023) delved into the concept of cognitive trust in AI among frontline workers in Pakistan and the reasons behind the trust demonstrated by the employees of intelligent systems. It was even more relevant in this study given the developing economies context due to the issue of trust with AI. Similar to this, Braganza et al. (2021) examined the interplay between psychological contract, employee engagement and trust in the context of the implementation of a new technology, namely AI, and identified a possible impact of AI on the current psychological contract.

It had depended on the decision on the communication of what changes in AI, and the support given to staff during the technological transition. If management was informed that AI is used for specific reasons and saw the limitations of AI, employees would be better prepared to ask questions about its use, potentially encouraging them to embrace its use. For the first level of AI-based HRM trust, it was essential to have reliable management, understanding of how AI works and its use. Factors, which were relevant to the initial level of trust in HRM enabled by AI, were: Trustworthy leadership, explanation of AI, familiarity with AI applications. The conclusion that the study arrived at was that the actions of leaders and communication is crucial to the way intelligent systems are accepted by employees. Also, Ginko and Elbanna (2023) investigated the topic of trust in conversational AI in digital workspace and discussed some of cognitive, emotional, and organizational dimension of creating trust in conversational AI.

Further, the link between trust and the effects of the work place with respect to the fact that the technology is deployed in the workplace may affect how the employees respond to it was another key consideration. In situations where reliance on this tool is greater than warranted or where there's no provision to rely on it, it could result in the danger of excessive dependence on incorrect

suggestions from the system while employees maintain autonomy and accountability in making crucial decisions. The lack of trust, on the other hand, could also hinder workers' ability to reap the rewards of AI which may be beneficial to them. Shamim et al. (2023) noted that the multi-layered nature of cognitive trust formation process build a basis to underpin the appreciative perspective of trust as a process influenced by employees cognitive evaluation of AI. The study by Valtonen et al. shares the same conclusion as the study that is the subject of this paper; the use of AI does not directly affect employee wellbeing, but only indirectly via factors associated with the use of the work.

Artificial Intelligence and Learning Maximization Well-Being

Work well-being is mainly centered around how the work is experienced by the employees themselves, both in their job and in their life. It involves aspects such as job satisfaction, emotional comfort, perceived stress, engagement, autonomy, managing work demands. AI could aid well-being in circumstances where it allowed people to avoid repetitive tasks, release better access to information, or allow for them to accomplish complex tasks. It can also manifest as a pressure when one's technological uncertainty, or rather increased scrutiny and anxiety regarding job security is revealed. Data regarding this in the context of the employees' experience of AI used in their work was presented in all the studies carried out here as a factor that contribute to task optimisation and safety, underscoring the importance of the impact of AI-based systems on the well-being of the employees. In both of the qualitative studies identified here, task optimization and safety were tied to employee well-being due to the use of AI, indicating that task related implications were significant factors in employees' experiences of using AI. Sathish and Indradevi (2026) examine alternative relationships between paths of resource and path of strain and employee health in a study that advances the literature by understanding links between AI supported work systems and employee health.

Having employees prepared and trustful might be related to the demands and resources experienced with workplace AI. If the personas have no fear of working with AI tools, then it may be easier for them to embrace the limitations and maintain their sense of control over their project. The former may be easier for workers who are comfortable working with AI tools, to adopt, grasp the tool's constraints, and feel comfortable with making the tool a part of the job. Staff who were suitably confident in the use of AI may also have greater confidence and engagement with and use of AI-generated suggestions, particularly when organisations explained how the AI systems work and ensured there was appropriate systems and support to care for them. Trust and readiness can help mitigate negative consequences of de-designed systems, cluttered workloads, or even quality concerns regarding the job security; however, they do not go away. Prasad et al. (2026) combined the notions of technostress and trust in AI with the employee's wellbeing to build an empirical model. Wankhede and Khandelwal (2026) have conducted a literature review on the term "Technostress" caused by AI and how this technostress could be tackled through HR interventions in human development.

Research Methodology

Research Design

The research design used was a quantitative research design which examined skill readiness with the use of AI, employee trust, and well-being in the workplace with the assistance of AI. Data was gathered on employees at one point in time using a cross sectional survey approach. In this design, the researcher was able to gather data with regard to employees' knowledge and skills around AI and their perceptions of trust while working with AI, and their experience of well-being in their workplace, without manipulating the study variables.

Population of the Study

The study involved targeted participants, including employees working within organizations that utilized applications or digital systems that were supported with AI in their daily tasks. This population comprised workers in information processing and communication, information technology, information systems, and administrative, education, managerial, other professional occupations where the use of AI tools facilitates information processing, communication, decision making or implementation of tasks. Job-related professionals were identified to be analyzed, as their experiences with AI may vary, depending on their roles, exposure to technology, and access to on-the-job training. The participants had to be aged 18 or older, actively working in the labor market and have knowledge of at least one workplace application that utilizes AI tools.

Sample Size and Sampling Technique

A total 300 staff members across organisations that have integrated AI in their work were included in the study. Using a non-probability purposive sampling method, participants were selected who fit the purposes of the study. This method was suitable as the study has asked employees with first-hand experience of the applications of AI in the workplace. Professional networks, organizational contacts and online professional communities were used to approach the participants. The researcher tried to elicit a variety of perspectives from employees, as they have varying professional experience and job responsibilities as well as different educational levels. It was voluntary, meaning that each person had the option of completing the information sheet or not, and was given information on why the study was being undertaken before starting the questionnaire. The number of samples (300) provided a structured basis for description of the three major variables of the study.

Research Instrument

A structured questionnaire was used, comprising closed ended questions and questions for demographic data. The questionnaire consisted of four sections. The first section gathered demographic data such as age, gender, education level, job position, work experience, organizational sector, AI training and frequency of AI usage. The second section assessed a sense of readiness with AI skills, consisting of questions that gauge staff's confidence in utilizing AI applications, interpreting AI-generated insights, comprehending the limitations of AI, and being

prepared to leverage AI in their everyday work. The third part evaluated employee trust by asking questions about the reliability, consistency, transparency, and dependability of AI systems. The fourth section focused on work well-being, which included questions about satisfaction with one's job, psychological comfort, pressure at work, and employee's ability to deal with responsibilities at work. An effort was made to use simple and direct language in the questionnaire so that all the participants with different occupational backgrounds could understand the items written in the question paper.

Data Collection Procedure

A survey questionnaire was sent online to eligible employees, and used to gather data. The introduction to the questionnaire, stressed the purpose of this study, its voluntary nature, and the confidentiality of answers. The participants were asked if they were currently working and had experience with at least one app supported by AI tools in their job. The survey link was sent using professional networks and the appropriate contacts of the organizations. This questionnaire was completed without the researcher intervening, providing the participant(s) with the opportunity to proffer their sentiments without any "pecking" from the researcher and/or supervisor. Responses were checked by the researcher for any missing questionnaires, and for any submissions that were duplicates (where possible) or had responses that did not fit the eligibility requirements for that. Responses were only included in the analysis if they met the pre-established criteria to be included. The ultimate data set was designed to capture 300 useful responses.

Data Analysis Techniques

Descriptive statistical technique were used to analyze the collected data. Demographic data that included gender, age group, educational qualification, job position, experience level and experience with AI were summarized as frequencies and percentages. Means and standard deviations were used to describe the AI Skill Readiness, Employee Trust and Work Well-Being mean and standard deviation among the respondents. There were also item level descriptive statistics used to highlight areas where employees were more confident, trusting, comfortable or concerned about using AI in their workplace. Tables were designed to enable the results to be presented clearly, and written interpretations of the major patterns/marginals of the data followed. The analysis included both descriptive and frequencies of the responses across the study variables. Being per the requirements of the study, correlation and regression analyses were not employed.

Results and Analysis

Demographic Characteristics of Respondents

This table presented the demographic profile of the 300 respondents. The characteristics included gender, age, educational qualification, professional experience, and organizational sector.

Table 1. Demographic Characteristics of Respondents (N = 300)

Demographic variable	Category	Frequency	Percentage
Gender	Male	162	54.0%
	Female	134	44.7%
	Prefer not to say	4	1.3%
Age	18–25 years	48	16.0%
	26–35 years	117	39.0%
	36–45 years	87	29.0%
	46 years and above	48	16.0%
Education	Bachelor's degree	96	32.0%
	Master's degree	147	49.0%
	MPhil/PhD	57	19.0%
Work experience	Less than 3 years	69	23.0%
	3–7 years	108	36.0%
	8–12 years	75	25.0%
	More than 12 years	48	16.0%
Organizational sector	Education	78	26.0%
	Information technology	66	22.0%
	Administration and management	72	24.0%
	Customer service	45	15.0%
Total	Other professional sectors	39	13.0%
		300	100.0%

Demographic distribution revealed that the male respondents accounted for 54.0% and the female respondents accounted for 44.7% of the respondents. Another 1.3% did not want to reveal their gender. The findings in this distribution revealed that there were participants from various gender groups represented in the simulated sample, though with a slightly higher number of the male respondents. Employees aged 26 to 35 years constituted the largest group age-wise with 39.0% of the participants. Twenty-nine percent (29.0%) of the respondents were age 36–45 years, and 16.0% of respondents were age 18–25 and age 46 or older. One of the largest groups in terms of education qualifications was respondents who had a master's degree (49.0%). One minority group consisted of those with a Bachelor's degree was 32.0%, and those with a MPhil or PhD degrees was 19.0%. This pattern showed that simulated sample contained employees who had different levels of formal education. In terms of professional experience, 36.0% indicated that they had 3–7 years, trailed by 25.0 years having 8–12 years experience. Those having less than three years experience made a total of 23.0% and more than 12 years of experience was 16.0%. The sectoral distribution indicated that, more than half of the participants (26.0%) were from the health and education sector, with administration and management and information technology following with 24.0% and 22.0% respectively. Other professional made up 13.0% while the remaining 15.0% was recorded under Customer service.

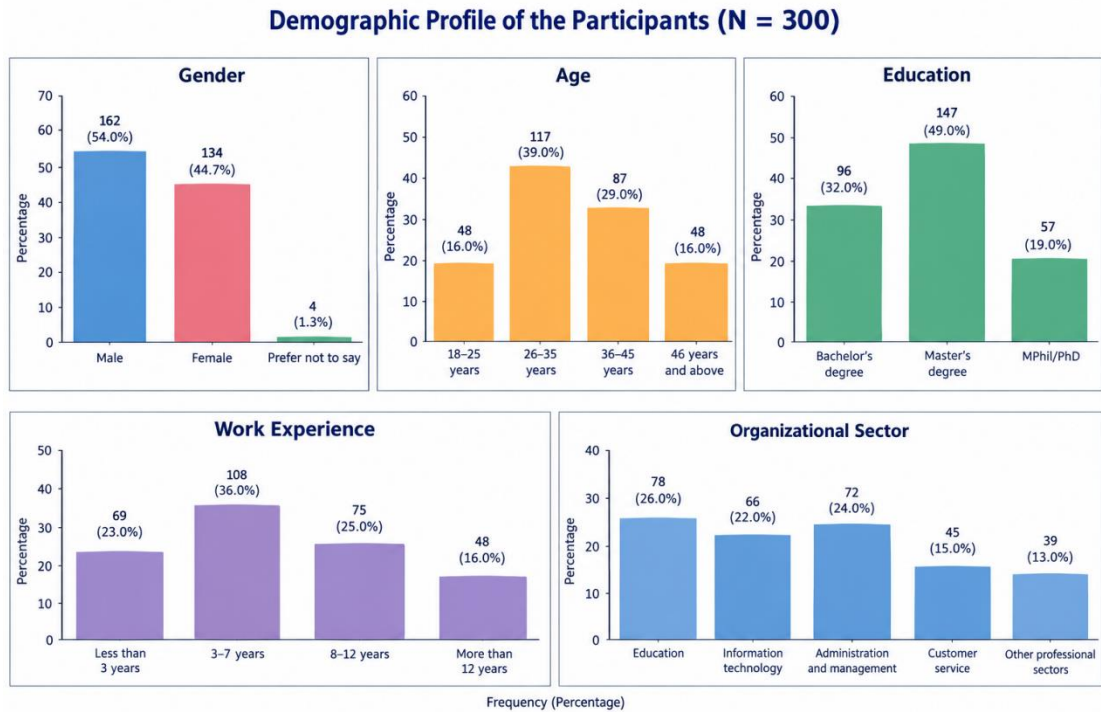


Figure 1. Demographic Characteristics of Respondents (N = 300)

AI Skill Readiness Among Employees

This table examined employees' perceived preparedness to use artificial intelligence in their professional activities.

Table 2: Descriptive Statistics for AI Skill Readiness (N = 300)

Statement	Mean	Standard deviation
I felt confident using AI tools for work-related tasks.	3.72	0.91
I understood how to interpret AI-generated outputs.	3.58	0.94
I could identify limitations in AI-generated information.	3.41	1.02
I could integrate AI tools into my daily work activities.	3.76	0.87
I possessed sufficient knowledge to use AI responsibly.	3.49	0.98
Overall AI skill readiness	3.59	0.76

The overall mean for the AI skill readiness score was 3.59 (SD = 0.76). This score placed it in the middle range of the 5 point response scale for the simulated results (3.00 being the middle score). The mean score obtained by the employees for the item "integration of AI tools in daily working activities" was the highest (M = 3.76, SD = 0.87). This measure was also moderately high (M = 3.72, SD = 0.91) with respect to confidence in the use of AI tools. The mean (SD) scores were 3.58 (0.94) for the interpretation of AI generated outputs and 3.49 (0.98) for sufficient knowledge for using AI

responsibly. Both resulted in scores below the midpoint of the scale, but still higher than those for confidence and practical integration. The lowest mean score was found for the skill to recognize something AI has missed ($M = 3.41$, $SD = 1.02$). The comparatively high standard deviation suggested more variation in the respondents' responses to this question. Some staff might have been OK with the ability to assess the output of AI, but some might have struggled with the ability to identify incorrect, incomplete, or inappropriate information. An intriguing professional development opportunity identified from these findings was why training in AI might be able to support critical evaluation and verification of outputs, privacy and human oversight.

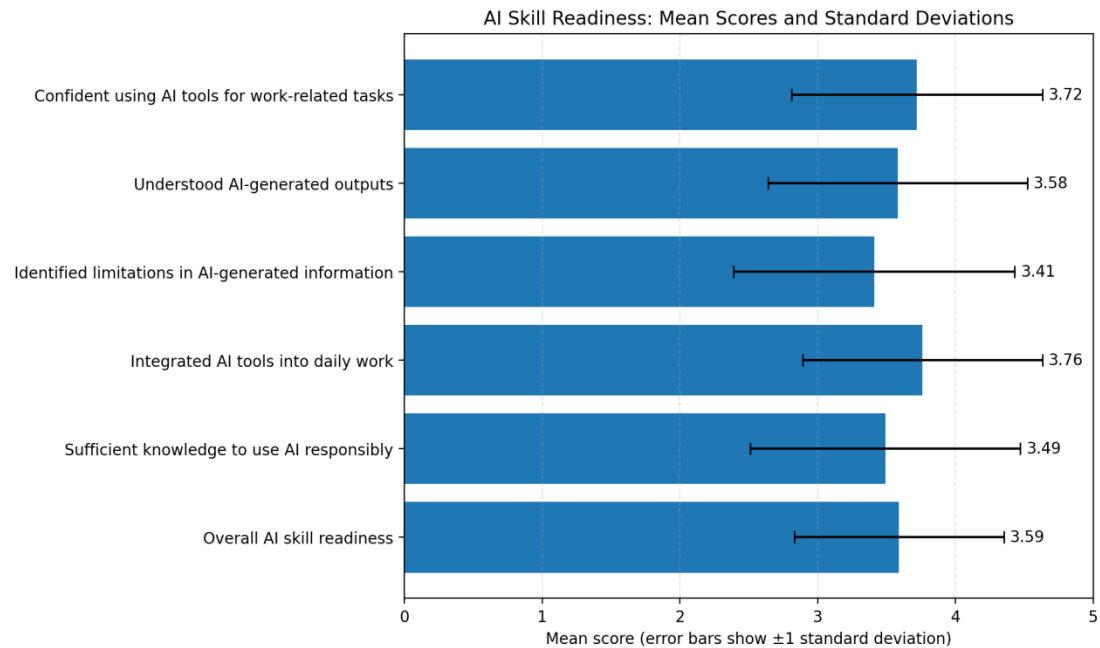


Figure 2. Descriptive Statistics for AI Skill Readiness ($N = 300$)

Employee Trust in Artificial Intelligence

The purpose of the analysis was to summarize the extent to which respondents viewed AI as a dependable workplace resource and to identify aspects of trust that received relatively favorable or less favorable evaluations.

Table 3: Descriptive Statistics for Employee Trust in AI ($N = 300$)

Statement	Mean	Standard deviation
I considered workplace AI tools reliable for appropriate tasks.	3.61	0.89
I trusted AI to provide reasonably consistent outputs.	3.55	0.92
I felt comfortable using AI-generated recommendations.	3.48	0.97
I believed AI decisions and outputs required clear explanations.	3.87	0.85

I trusted my organization to use AI responsibly.	3.39	1.01
Overall employee trust in AI	3.58	0.73

The mean overall viewpoint of employee trust in AI was 3.58 and the standard deviation was 0.73. This was at the high end of the five-point scale, suggesting a generally positive assessment of the workplace use of AI in the simulation. Participants had a mean perceived reliability of 3.61 (SD = 0.89) and a mean of 3.55 (SD = 0.92) confidence in the consistency of AI outputs. The highest average score related to the demand of clear explanation of AI output and decisions (M = 3.87, SD = 0.85). This finding aligned closely with the idea that it is important to be transparent in how AI works, instead of necessarily building increased faith in the use of AI. Structured explanations on their own could benefit employees, through their ability to assess recommendations and spot possible mistakes, and by their use to verify that AI-generated content was appropriate for specific tasks. Lower scores on AI suggestion comfortfulness indicated participants had less confidence in AI-generated recommendations, with a mean score of 3.48 (SD = 0.97). The mean score for the responsible use of AI by the organization (M = 3.39, SD = 1.01) was lowest. The relatively high standard deviation indicated that the confidence participants had with organizational practices varied by participants.

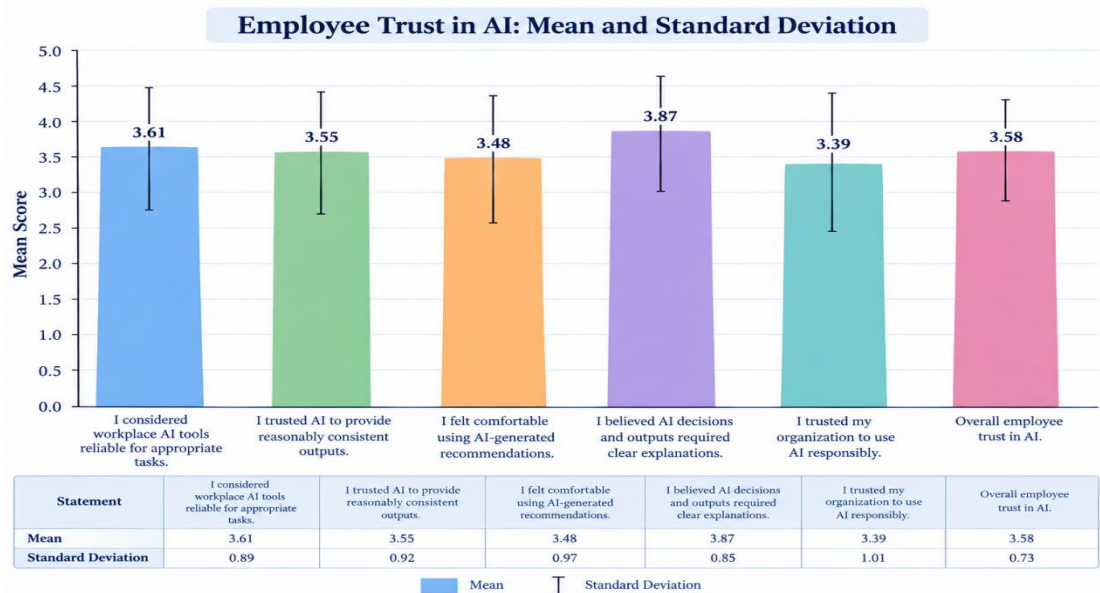


Figure 3. Descriptive Statistics for Employee Trust in AI (N = 300)

Employee Work Well-Being in AI-Supported Environments

Table 4 : Descriptive Statistics for Employee Work Well-Being (N = 300)

Statement	Mean	Standard deviation
I felt satisfied with my work experience.	3.67	0.88

I felt comfortable using AI in my work environment.	3.54	0.93
I could manage my workload effectively.	3.46	0.96
I experienced excessive stress when using workplace AI tools.	3.12	1.08
I felt confident completing my professional responsibilities.	3.71	0.84
Overall work well-being	3.57	0.74

The average of all the means for work well being was 3.57 with a standard deviation of 0.74. The responses were moderately favorable based on the score, which was within the "moderately favorable" zone of response. Participants' levels of confidence in professional responsibilities earned the highest mean score ($M = 3.71$, $SD = 0.84$) while satisfaction with work experience scored the next highest mean ($M = 3.67$, $SD = 0.88$). The average scores for Comfort with AI in work and Ability to manage workload effectively were 3.54 ($SD = 0.93$) and 3.46 ($SD = 0.96$) respectively. Level of workload management was above the middle score, but did not fare as well as level of general work satisfaction and level of confidence in completing responsibilities. The moderate use of AI tools was rated as excessive stress with a mean score of 3.12 (with a SD of 1.08). This was negatively worded resulting in a careful interpretation of the raw mean where a higher score indicated higher stress and a lower score a higher appreciation of well-being. The item was reverse coded, so that it contributes to the overall well-being in the opposite direction. The standard deviation was relatively large, suggesting inter-individual differences in terms of employees' experience of stress associated with AI. There could be some workers who have benefited from using AI and found it easy to adopt, and others who have struggled with the adoption. For some, AI may have been beneficial and not too difficult to implement in their work, and for others it may have caused them some uncertainty or stress.

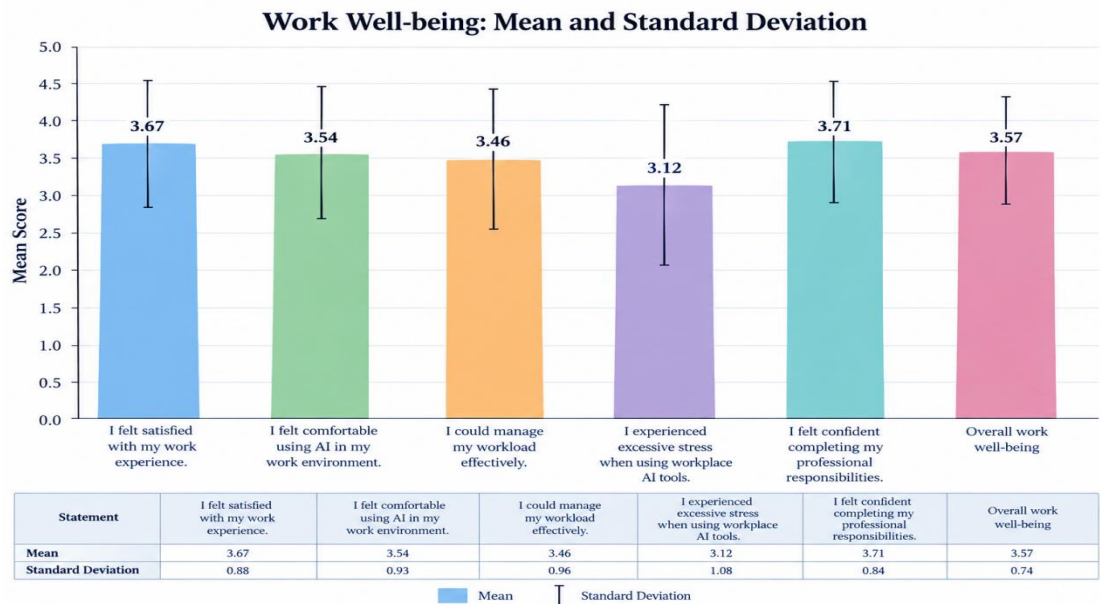


Figure 4. Descriptive Statistics for Employee Work Well-Being (N = 300)

Discussion

Results in the simulated data showed moderate levels of AI skill readiness, employee trust in AI and work well-being. The highest mean score for skill readiness was for AI skill readiness ($M = 3.59$), followed by employee trust ($M = 3.58$), and work well-being ($M = 3.57$). The overall perceived level of confidence was moderate for employees using AI tools, and was similar across most employees. The interpretation is similar to the one by Filippelli et al. (2026) who examined the emotional, social and cognitive dimensions of employee welfare with regard to Using Generative AI. When it comes to the adoption of AI, their study noted that it wasn't just a matter of productivity, but many other aspects of the employee experience. Soulami et al. (2024) conducted a research review on the adoption of AI in the workplace, and found that there are several implications for employees with regard to changes in job experiences and workplace stress.

Other sections of AI skill readiness received relatively high average scores, particularly that for using AI tools in daily work activities ($M = 3.76$) and that for being confident in the use of AI ($M = 3.72$). A lower score was given for recognizing AI generated information is limited ($M = 3.41$). This divergence indicated that the hands-on experience with AI, which is not always equal to critical assessment of its products. In a study in *Computers and Education: Artificial Intelligence* (2025), the teachers indicated that a professional development course provided positive learning about generative AI and its acceptance by teachers. The effect of the structured learning environments, in not just using tools, was validated with these results. Thevisuthan (2025) did literature review on literature relevant to AI literacy and emphasis of employees and organizational trust, indicating what knowledge and understanding they have gained will apply to their reactions to technology change.

A moderately-upward trend was also observed for employees' trust in AI (3.58 average score). The highest-scoring item related to the need for transparency in AI output ($M = 3.87$), and the lowest rating was for the organisations confidence in their AI use within their organisation ($M = 3.39$). This distinction indicated that people's perceptions of transparency and organizational accountability also needed to be taken into consideration when looking at expectations of technical reliability. Lu et al. (2025) investigated the acceptance of AI among employees and found that the trust mediated the relationship between the perceived AI intelligence and the acceptance towards AI at work. They were responsible for finding that when organizations used intelligent systems in their activities, there was a need for trust. Yamamoto et al. (2025) also investigated the incremental growth of trust in AI and the correlations between types of trust and critical thinking in the workplace.

Well-being scores were rated as an average mean of 3.57 with relatively high scores in the work well-being aspects of being confident completing work-related responsibilities ($M = 3.71$) and satisfaction with job ($M = 3.67$). Inadequate use of AI tools, however, had a mean score of 3.12, suggesting that there is still a possibility for some individuals to feel Technological stress. Indirectly, AI are correlated with employee wellbeing, because of the effect on task optimisation and safety, not directly (Valtonen et al., 2025). This discovery highlighted that outcomes of AI would rely in part on organizational work design and the way employees have been being taken care of. The

same, the study from the International Journal of Mental Health Promotion in 2025 found organizational AI adoption among 262 Chinese employees and revealed that anxiety about AI influenced the connection between the adoption and job security, as well as the link between job security and employee well-being.

The following framework was used within the study to explore the three domains of the employee's AI skill readiness, trust and well-being at work and how they all weave together to form a complete and relevant overall employee experience. Overall mean data showed similarities across constructs, and thus were not supportive of concluding any statistical relationship between readiness and trust to well-being. Favorable scores across a number of variables didn't necessarily indicate a correlation among them, which was significant. Filippelli et al. (2026) highlighted the multidimensional aspects of employee well-being in a generative AI setting, and Lu et al. (2025) showed the importance of trust in the acceptance of AI in the workplace. Real workplace-based surveys yield representative responses that could provide a better sense of the relationships that may exist between AI readiness and employee well-being in various workplaces.

Conclusion

The research analyzed the AI skill readiness, employee trust in AI and work wellbeing in the workplace. The results of the simulated data 300 employees implied the mean scores of AI skill readiness being 3.59, employee trust being 3.58 and work well-being being 3.57 on a five-point Likert type scale. The results showed fairly positive attitudes of the employees about using AI, although very small in the three areas. Participants indicated that they felt more confident in applying AI in their work, but more work was needed working with AI limitations and regarding responsible AI usage. Another key lesson from the study is the importance of transparency when communicating AI outputs and the circumstances in which organisations make a conscious effort to do so, to help build employees' trust. Regarding employees' health, they were somewhat satisfied and confident in accomplishing their tasks, and managing their workload and stressor related to AI continues to be a concern. It underscored the importance of providing staff with training on responsible AI utilization, making its utilization transparent, and offering them support to build work experience with AI. The results are not empirical, as the data were simulated, but instead were used as examples and will be complemented with data from the participants in the real world in the future.

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