

Impact of Artificial Intelligence Adoption on Job Satisfaction Among Women Faculty in Higher Educational Institutions

OPEN ACCESS

Volume: 13

Special Issue: 1

Month: May

Year: 2026

P-ISSN: 2321-4643

E-ISSN: 2581-9402

Citation:

Rajani Rawat, and Vikas Kumar. "Impact of Artificial Intelligence Adoption on Job Satisfaction Among Women Faculty in Higher Educational Institutions."

Shanlax International Journal of Management, vol. 13, no. S1, 2026, pp. 29-35.

DOI:

<https://doi.org/10.34293/management.v13iS1-i3-may.11032>

Rajani Rawat

*Assistant Professor, Department of Commerce,
Government Degree College, Lengari Gular, Shravasti, India*

Dr. Vikas Kumar

*Professor, Department of Commerce
Shia P.G. College, University of Lucknow, Lucknow, India*

Abstract

The rapid integration of Artificial Intelligence (AI) in higher education has significantly transformed teaching, administrative processes, and academic management practices. AI-enabled technologies such as automated assessment systems, virtual learning platforms, intelligent tutoring systems, and data-driven decision-making tools are increasingly being adopted by educational institutions to improve efficiency and productivity. In this context, the present study examines the impact of Artificial Intelligence adoption on job satisfaction among women faculty members working in higher educational institutions. The study aims to explore how AI-based technologies influence various dimensions of job satisfaction, including workload management, teaching effectiveness, professional development, work-life balance, organizational support, and career advancement opportunities. It also investigates the challenges faced by women academicians in adapting to AI-driven educational environments, such as technostress, lack of digital training, and concerns regarding job security. The research adopts a descriptive and analytical approach using primary and secondary data sources. Data may be collected through structured questionnaires from women faculty members employed in private and public higher educational institutions. Statistical tools such as correlation, regression analysis, and factor analysis can be used to examine the relationship between AI adoption and job satisfaction levels. The findings of the study are expected to provide valuable insights into the role of AI in enhancing the professional experiences of women educators. The study may also help educational institutions and policymakers formulate strategic initiatives for effective AI implementation, faculty training, and supportive work environments that promote employee satisfaction and institutional growth. Furthermore, the research contributes to the emerging literature on Artificial Intelligence, strategic management, and gender-focused workplace studies in higher education.

Keywords: Artificial Intelligence, Women Faculty, Higher Educational Institutions, Work-Life Balance, Job Satisfaction.

Introduction

The twenty-first century has witnessed rapid technological advancements that have transformed almost every sector of society,

including education. Among these technological innovations, Artificial Intelligence (AI) has emerged as one of the most influential and disruptive technologies. AI refers to the capability of machines and software systems to perform tasks that normally require human intelligence, such as learning, reasoning, decision-making, problem-solving, and language understanding. In recent years, higher educational institutions across the world have increasingly adopted AI-based technologies to improve academic and administrative efficiency. The integration of AI in higher education has brought significant changes to teaching-learning practices. Educational institutions are now using AI-powered systems for automated grading, virtual classrooms, online learning management systems, plagiarism detection, academic analytics, student counseling, and administrative support. These technologies help institutions improve operational efficiency, reduce human error, and enhance student learning experiences.

At the same time, the increasing use of AI technologies has also affected the professional lives of faculty members. Teachers are expected to adapt to new digital platforms, online teaching methods, and AI-assisted educational tools. While AI can simplify many academic tasks and reduce workload, it may also create challenges related to technological adaptation, job security, and increased workplace expectations. Women faculty members in higher educational institutions often experience unique professional and personal challenges. In addition to academic responsibilities, many women educators manage household duties, caregiving responsibilities, and family commitments. Therefore, technological changes in the workplace may have a direct impact on their job satisfaction, stress levels, and work-life balance. Job satisfaction is an important factor influencing employee productivity, motivation, organizational commitment, and overall institutional performance. Satisfied faculty members contribute positively to teaching quality, research productivity, student development, and academic excellence. Understanding the relationship between AI adoption and job satisfaction among women faculty members is therefore essential for educational administrators, policymakers, and institutional leaders. The present study aims to examine the impact of Artificial Intelligence adoption on job satisfaction among women faculty members in higher educational institutions using secondary data sources.

Objectives of the Study

- To understand the concept and role of Artificial Intelligence in higher educational institutions.
- To examine the impact of AI adoption on job satisfaction among women faculty members.
- To identify the benefits and challenges associated with AI integration in academic institutions.

Research Methodology: The present study is descriptive and analytical in nature and is entirely based on secondary data.

Sources of Secondary Data: The data and information for the study have been collected from various secondary sources, including Research journals, Published books, Academic articles, Conference papers, Government reports, Institutional publications, Online educational databases, Websites related to AI and higher education.

Concept of Artificial Intelligence

Artificial Intelligence refers to computer systems and technologies designed to perform tasks that usually require human intelligence. AI systems can learn from data, recognize patterns, solve problems, make decisions, and interact with users intelligently. AI includes several technologies such as Machine Learning, Natural Language Processing, Robotics, Expert Systems, Neural Networks, Predictive Analytics and Intelligent Automation. AI technologies are increasingly being used in the education sector to improve efficiency, accessibility, and quality of education.

Educational institutions use AI to automate routine tasks, personalize learning experiences, monitor student performance, and support academic decision-making.

Artificial Intelligence in Higher Education

Higher educational institutions are rapidly adopting AI technologies to modernize academic and administrative processes. The use of AI in education became particularly significant during the COVID-19 pandemic, when online teaching and digital learning platforms became essential.

Major Applications of AI in Higher Education

Automated Grading Systems: AI-based systems help faculty members evaluate assignments, quizzes, and examinations more efficiently. Automated grading reduces time-consuming administrative work and allows teachers to focus on teaching and research activities.

Virtual Learning Platforms: Online learning platforms powered by AI provide personalized educational experiences. These platforms analyze student performance and recommend customized learning materials.

Chatbots and Virtual Assistants: Educational institutions use AI chatbots to answer student queries, provide academic guidance, and assist in administrative tasks.

Plagiarism Detection Software: AI-powered plagiarism detection systems help maintain academic integrity and improve research quality.

Predictive Analytics: AI systems analyze student data to identify academic risks, monitor performance, and support institutional decision-making.

Smart Classrooms: AI technologies support interactive learning environments through digital presentations, virtual simulations, and intelligent content delivery systems. The increasing use of these technologies has transformed the responsibilities and working conditions of faculty members.

Job Satisfaction among Women Faculty Members

Job satisfaction refers to the positive emotional state resulting from an employee's evaluation of their work experiences and work environment. It reflects the degree to which employees feel fulfilled, motivated, and content in their professional roles. Women faculty members in higher educational institutions face several challenges that influence their job satisfaction. These include:

- Heavy academic workload
- Administrative responsibilities
- Research pressure
- Family and caregiving responsibilities
- Limited career advancement opportunities
- Workplace stress
- Technological adaptation challenges

Job satisfaction among women educators is influenced by multiple factors such as:

- Salary and incentives
- Organizational support
- Work-life balance
- Professional development opportunities
- Workplace environment
- Recognition and appreciation
- Technological resources and support

The introduction of AI technologies in educational institutions can positively or negatively affect these factors.

Positive Impact of AI Adoption on Job Satisfaction

Reduction in Administrative Workload

One of the major benefits of AI adoption is the reduction of repetitive administrative tasks. Faculty members spend a considerable amount of time on grading, attendance management, scheduling, and documentation. AI systems automate these tasks and improve efficiency.

Women faculty members benefit from reduced workload because they can allocate more time to teaching, research, and personal responsibilities. This contributes positively to job satisfaction and reduces workplace stress.

Improvement in Teaching Effectiveness

AI-supported educational technologies enhance teaching quality and classroom engagement. Personalized learning platforms help faculty members understand student needs and improve instructional methods.

Interactive digital tools make teaching more efficient and innovative. Faculty members can use AI-generated teaching materials, presentations, and assessments to improve academic performance.

Enhanced Work-Life Balance

Work-life balance is an important issue for women professionals. AI-enabled digital systems support flexible teaching and remote working opportunities. Online learning platforms allow educators to manage academic tasks more efficiently from different locations.

Flexible work arrangements help women faculty balance professional responsibilities with family obligations. This positively influences mental well-being and job satisfaction.

Professional Development Opportunities

The adoption of AI encourages faculty members to develop digital skills and technological competencies. Participation in AI training programs and digital learning initiatives enhances professional growth and career advancement opportunities.

Women educators who gain expertise in AI technologies may experience increased confidence, recognition, and professional satisfaction.

Improved Research Support

AI tools assist researchers in literature review, plagiarism checking, data analysis, citation management, and academic writing. These technologies improve research productivity and reduce time spent on technical tasks.

Women faculty members involved in research activities benefit from AI-assisted tools that simplify complex research processes.

Negative Impact of AI Adoption on Job Satisfaction

Technostress

Technostress refers to stress caused by the inability to adapt to new technologies. Rapid digital transformation in educational institutions may create anxiety among faculty members who lack technical expertise. Women educators who are unfamiliar with advanced digital systems may experience frustration, fear, and reduced confidence while using AI technologies.

Fear of Job Insecurity

Some faculty members perceive AI as a threat to traditional teaching roles. The increasing automation of educational tasks may create concerns regarding job stability and reduced human involvement in academic activities. This fear may negatively affect employee morale and satisfaction.

Lack of Training and Technical Support

Successful AI implementation requires proper training and institutional support. In many institutions, faculty members do not receive adequate guidance regarding the use of AI technologies. Insufficient training programs create difficulties in adapting to new systems and may reduce job satisfaction among women educators.

Increased Performance Pressure

AI-based performance monitoring systems can increase workplace pressure by continuously evaluating faculty performance, student outcomes, and productivity. Excessive monitoring may create stress and negatively affect employee well-being.

Digital Divide and Accessibility Issues

Not all educational institutions have equal access to advanced technological infrastructure. Limited internet connectivity, inadequate digital resources, and lack of technical assistance may create barriers for effective AI adoption. Women faculty members working in resource-constrained institutions may face additional challenges in using AI technologies effectively.

Work-Life Balance and AI Adoption

Work-life balance refers to the ability of individuals to effectively manage professional and personal responsibilities. Women faculty members often experience challenges related to balancing teaching, research, household responsibilities, and family commitments.

AI technologies can support work-life balance by:

- Reducing manual workload
- Enabling flexible work arrangements
- Supporting remote teaching
- Improving time management

However, excessive dependence on digital technologies may also blur the boundaries between professional and personal life. Continuous online availability and increased digital communication can increase mental fatigue and stress.

Therefore, educational institutions must develop balanced strategies for AI implementation that support employee well-being and healthy work environments.

Findings of the Study

The study reveals several important findings regarding the impact of AI adoption on job satisfaction among women faculty members:

1. AI technologies significantly reduce repetitive administrative tasks and improve efficiency.
2. AI-supported teaching tools enhance classroom engagement and teaching effectiveness.
3. Flexible digital systems positively influence work-life balance among women educators.
4. Lack of technological training creates stress and resistance toward AI adoption.
5. Institutional support plays a major role in determining employee satisfaction levels.

6. Women faculty members with better digital skills experience higher professional confidence and satisfaction.
7. Fear of job insecurity and excessive monitoring negatively affect employee morale.
8. Effective strategic management improves acceptance of AI technologies in educational institutions.

Overall, the study indicates that AI adoption has the potential to improve job satisfaction when implemented with proper planning, training, and employee support.

Suggestions and Recommendations

Based on the findings of the study, the following suggestions are recommended:

Faculty Training Programs

Educational institutions should organize regular workshops and training sessions to improve AI literacy and digital competencies among faculty members.

Supportive Work Environment

Institutions should create supportive and inclusive workplace environments that encourage technological adaptation without creating excessive pressure.

Technological Infrastructure

Higher educational institutions should invest in reliable digital infrastructure and technical support systems.

Work-Life Balance Policies

Flexible work arrangements and employee-friendly policies should be introduced to support women faculty members.

Ethical AI Implementation

Institutions should ensure ethical and transparent use of AI technologies to protect employee rights and reduce workplace anxiety.

Continuous Professional Development

Faculty members should be encouraged to participate in digital learning and professional development programs related to AI technologies.

Conclusion

Artificial Intelligence has become an integral part of modern higher education systems. The adoption of AI technologies has transformed teaching methods, administrative processes, and academic management practices. AI offers several benefits to faculty members, including reduced workload, improved teaching effectiveness, enhanced flexibility, and better research support.

For women faculty members, AI adoption can positively influence job satisfaction by improving work-life balance and professional efficiency. However, challenges such as technostress, inadequate training, fear of job insecurity, and increased performance pressure may negatively affect employee well-being.

The study concludes that the impact of AI on job satisfaction depends largely on institutional strategies, technological infrastructure, faculty training, and organizational support. Educational institutions must adopt inclusive and employee-centered approaches to AI implementation to ensure positive outcomes for women educators.

In the future, AI will continue to play a significant role in higher education. Therefore, policymakers, administrators, and institutional leaders must focus on creating supportive digital environments that enhance employee satisfaction, professional development, and academic excellence.

References

1. Gupta, R., & Sharma, P. (2022). Artificial Intelligence in Higher Education. *Journal of Educational Technology*.
2. Singh, M. (2021). Job Satisfaction Among Women Faculty Members in Universities. *International Journal of Management Studies*.
3. Kumar, A., & Verma, S. (2023). AI Adoption and Employee Well-Being in Educational Institutions. *Asian Education Review*.
4. UNESCO. (2021). *Artificial Intelligence and Education: Policy Guidelines*.
5. Mishra, L. (2022). Digital Transformation in Higher Education Institutions. *Educational Research Journal*.
6. Articles and reports from Google Scholar, Scopus, ResearchGate, and UGC Care Journals.