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FACULTY'S EMOTIONAL INTELLIGENCE AND RESISTANCE TO ARTIFICIAL INTELLIGENCE ADOPTION: IMPLICATIONS FOR JOB PERFORMANCE IN HIGHER EDUCATION OF RAJASTHAN

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Abstract: *Over the past several decades, education has made great progress due to advancements in information and communication technology (ICT). Artificial intelligence (AI) is a potential technology for revolutionizing education and learning. However, incorporation of AI in education should prioritize emotional management, not only academic achievements, as it is vital in the educational process (González et al., 2023). This study examines how emotions and artificial intelligence impact learning and interpersonal interactions in educational environments. Automated grading, plagiarism detection, virtual assistants, and adaptive learning systems can alter higher education teaching and research. Many faculty members reject AI adoption because they see it as a threat to their positions. Eliminating such resistance may need emotional intelligence (EI). Higher EI faculty can better handle stress, emotions, and technology. This may improve their teaching, research, and institutional contributions. This study examines how Emotional Intelligence (EI) affects teacher opposition to AI adoption and job performance in Rajasthan, India, higher education institutions. Based on theories of emotional regulation and technology resistance, the study suggests that teachers with greater EI can better manage stress, adjust to technological disruptions, and adopt AI-enabled practices, lowering resistance and improving performance. Chi Square and Annova analyzes data from a quantitative, cross-sectional survey using verified EI, technology resistance, and work performance measures. The findings aim to extend theoretical understanding by integrating emotional and technological dimensions of faculty performance. Additionally, they provide practical insights for policymakers and administrators to develop EI-based interventions and training programs that facilitate smoother AI integration in higher education.*

***Keywords*:** Emotional Intelligence, Artificial Intelligence Adoption, Resistance to Technology, Job Performance, Higher Education, Rajasthan.

Introduction

Modern education is being transformed by technologies, notably artificial intelligence (AI). AI algorithms and educational robots are currently essential for learning management and training, supporting various teaching and learning activities. There are a lot of AI tools that may be used in schools. Khan Academy has Khanmigo, an AI tutor that can do things using GPT-4. The personalized learning apps offer aid and smart feedback in subjects like arithmetic, programming, and learning a new language. Advanced AI technologies improve the learning experience for students, just like Duolingo does for language learners. AI in education is connected to learning analytics and educational data mining, which use statistics to look at educational data (Chen et al., 2020). AI software may find possible problems with students, guess how well they will do in the future, and provide them alerts or advise to help them learn and make school administration better by looking at data on student performance automatically (for example, attendance and assignment submission). Recently, conversational bots that use AI have been suggested as a way to get students to talk about important topics and learn by doing so (Rus et al., 2013).

AI has been used in education since the 1970s, when LOGO programming and Turtle robots were presented to young learners. However, these tools emphasized computational reasoning and programming ideas above AI. The 1995 book "Artificial Intelligence: A Modern Approach" is regarded the classic AI textbook for computer science undergraduates. According to Russell and Norvig (1995), computer science students may study how AI can solve problems, reason, learn, make decisions, communicate, observe, and act. However, the notion was restricted to computer science. Later, AI was integrated into school management systems to enhance teaching, learning, decision-making, and provide virtual help for tailored education (Dignum, 2021; Hwang et al., 2020). AI enables personalized learning for pupils, enabling their requirements. AI-based technologies like cloud computing enable educators to deliver learning content in a format and form that suits student needs (Kabudi, Pappas, and Olsen, 2021). Chatbots can enhance student learning and clarify confusion, facilitating independent learning (Chen et al., 2020).

Concurrently, Emotional Intelligence (EI) has become a significant determinant of professional effectiveness within educational settings. Emotional intelligence (EI), defined as the capacity to perceive, understand, and regulate emotions (Salovey & Mayer, 1990), allows faculty to effectively manage stress, adapt to change, and cultivate constructive relationships. Previous research has consistently shown a positive correlation between emotional intelligence and job performance across various professions. In higher education, faculty members with emotional intelligence are more capable of enhancing student engagement, collaborating with peers, and proactively addressing institutional challenges (Brackett et al., 2019).

The interplay between AI adoption, emotional intelligence, and job performance constitutes a multifaceted relationship. AI has the potential to improve productivity through the automation of repetitive tasks and the facilitation of personalized learning; however, its success is contingent upon the preparedness and openness of faculty to adopt these technologies. Conversely, emotional intelligence can mitigate resistance to artificial intelligence adoption by promoting adaptability, openness to innovation, and resilience in response to change. Consequently, emotional intelligence may serve as a moderating variable between the adoption of artificial intelligence and faculty job performance, facilitating the integration of technological advancements into academic work without causing disruption.

The higher education landscape in Rajasthan serves as a pertinent context for this study. State institutions are progressively implementing AI-driven practices; however, the preparedness of faculty, emotional adaptability, and perceptions of AI are still inadequately examined. While there is a growing body of literature on AI in education and the significance of emotional intelligence for professional success, there is a lack of empirical research examining the synergistic effects of these factors on faculty job performance in India, especially in the context of professional education.

The current research seeks to investigate the correlation between faculty Emotional Intelligence, resistance to AI adoption, and job performance at higher education institutions in Rajasthan. The research integrates human-centered competencies with technological adaptation, addressing a significant gap in the literature and offering actionable insights for policymakers, administrators, and educators aiming to balance innovation with human values in education.

Review of Literature

AI is the technology used in cognitive content systems and drawback resolution. It is becoming a most suited technology for the expanding education system. Very good variety. Indian higher education resolution. AI, the leading word in biological research, originates from prior technologies such as reasoning and information-based systems. AI provides learners with more alternatives and rewards, enabling them to master new problem-solving approaches. This paper provides a detailed literature evaluation on relevance computing using various sources. The resource search includes books, international analytical papers, educational journals, periodicals, and internet information. An explicit and extensive study on artificial intelligence adoption, emotional intelligence and its influence on job performance in diverse fields of employment helped uncover untapped regions, research gaps, and the research challenge. The review of literature in divided in to three parts:

i) Artificial Intelligence Adoption by Faculty Members in Higher Education

AI adoption by higher education faculty is mixed, with benefits like reduced workload and tailored instruction but also challenges like job displacement, AI literacy, ethical issues, and the need for strong institutional support and training. Adoption depends on age, self-efficacy, and disciplinary background, with younger and technical faculty being more enthusiastic. To meet faculty demands and promote ethical AI usage, integration requires extensive support services, clear policies, and organized professional development. The application of AI theory has led to the development of several academic tools. These instruments, usually working without external supervision, can address problems. In the last 50 years, artificial intelligence has yielded significant benefits for academics, instructors, the academic system, and society. This field's prior research is reviewed below.

Clifford & Perez (2023) examined Higher Education Institution faculty's Behavioural Intention toward AI adoption from a pedagogical standpoint. A technology acceptance model with four major constructs—Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), and Facilitating Conditions (FC)—and four mediating variables—age, gender, experience, and voluntariness—was used to test this paper's hypotheses. The results suggest that HEI faculty's BI to embrace AI is positively correlated with PE, EE, SI, and FC. Interestingly, colleagues' social effect on AI adoption in education is substantial. Thus, one hypothesis was rejected.

Beckhingam & Lawrence (2024) places the modern problem of generative AI in the context of universities, highlighting its significance. It also offers a concise overview of the institutional strategies, GenAI literacy, curriculum design, and assessment, concluding with a chapter that proposes future directions and priorities.The broader context of GenAI is significant, emphasizing the ethical and economic implications that its adoption poses for higher education providers (HEPs). This analysis explores potential responses and preparations for students in an AI-enabled world.

The potential of generative AI in facilitating personalized learning experiences for students, thereby transforming the dynamics of teaching and learning was done in past research. This paper presents a variety of AI-based exercises that facilitate innovative methods of practice and application, including simulations, mentoring, coaching, and co-creation. It offers customizable prompts for each exercise type, accompanied by guidance on classroom implementation, assessment, and potential risks to consider. Instructors are offered blueprints and prompts to assist instructors in developing their own original prompts. Instructors can utilize their content and pedagogical expertise to design these experiences, positioning themselves as builders and innovators. This instructor-driven approach has the potential to democratize educational technology development by allowing individual instructors to create AI exercises and tools tailored to their students' needs. The exercises presented in this paper serve

as an initial exploration rather than conclusive solutions, illustrating the potential of AI to enhance teaching and learning possibilities as examined by Mollick & Mollick (2024).

Yusuf, Pervin & Marcos (2024) investigates the utilization, advantages, and issues associated with GenAI in higher education through a multicultural lens. The findings indicated a significant awareness and familiarity with GenAI tools among respondents. The majority of individuals had used these tools before and wanted to keep doing so, mostly for paraphrasing and information retrieval. The study highlights the importance of GenAI integration into universities by analyzing its possible benefits and related issues. There is a strong relationship between cultural factors and how people see the pros and cons of GenAI, especially when it comes to the possibility of academic dishonesty and the need for ethical standards. Resolving problems may need strong regulations that are sensitive to cultural norms, yet it was said that GenAI technologies, when used responsibly, might improve learning processes. To help researchers, educators, and legislators use GenAI techniques in higher education in an ethical and productive way, the data has been reviewed and offered recommendations.

Steiss et al. (2024) investigates the capacity of generative AI (ChatGPT) to deliver formative feedback. This study analyzed the differences in quality between ChatGPT and human feedback across the entire sample, as well as for compositions varying in overall quality, and for both native English speakers and English learners, utilizing descriptive statistics and effect sizes for comparison. Results indicated that human raters outperformed in delivering high-quality feedback to students across all categories except for criteria-based assessments. Differences in feedback quality were observed between AI and humans, contingent upon the quality of the essays evaluated. Feedback remained consistent regardless of language status for both humans and AI. In conclusion, evaluators with proper training delivered feedback of superior quality compared to ChatGPT. Given the simplicity of obtaining feedback via ChatGPT and its general quality, generative AI may retain utility in specific contexts, especially during the development of initial drafts or when a qualified educator is not accessible.

ii) Emotional Intelligence in Education

Dr. J.D. Singh (2015) investigated the relationship between teacher educators' emotional intelligence and various demographic factors. The research group's emotional intelligence was found to be average. No significant differences were observed in the emotional intelligence of teacher educators concerning gender or experience. Significant variations in the emotional intelligence of teacher educators were observed based on regional differences and marital status.

Masoume Kimay and Saeed Daryaee (2016) investigate the relationship between the occupational performance of guidance school teachers within the Shiraz educational system and their spiritual and emotional intelligence. The descriptive research approach utilized was correlational analysis. Employees exhibiting elevated emotional intelligence demonstrate superior work performance, suggesting enhanced proficiency in leveraging their emotions to facilitate job effectiveness. They demonstrate a heightened awareness of the impact of emotions on behavior and work outcomes, exhibiting greater control over their emotions in accordance with the regulations and responsibilities associated with their job duties.

M. Geetha and B. Sripirabaa (2017) examined the assessment of self-efficacy and emotional intelligence and their relationship with job satisfaction among faculty members in business schools. This study aimed to elucidate the relationship between self-efficacy, emotional intelligence, and work satisfaction concerning faculty performance, providing insights for educational institutions to leverage these factors for desired outcomes.There is a strong correlation between emotional intelligence, self-efficacy, and job satisfaction among faculty members in business schools.Female faculty reported higher levels of job satisfaction than their male counterparts.Faculty members with over 20 years of experience report greater levels of job satisfaction compared to their less experienced counterparts.

Lu Jiao, Graeme et al. (2020) investigated the impact of academics' emotional intelligence on their performance in research, teaching, and service within Australian business faculties.The evolving requirements of academic positions and the university context were the primary motivations for the study.Law and Wong An emotional intelligence scale was utilized.The performance evaluation

considered research, teaching, and service.The primary focus of the study was the relationship between teaching effectiveness and emotional intelligence.Teaching performance was evaluated based on peer review, instructional creativity, student assessment ratings, and service performance.Structural equation modeling was employed to assess the hypothesis. The test validated the correlation between emotional intelligence and academic achievement.

Ye Shengyao et al. (2024) sought to investigate the connection between Chinese university students' emotional intelligence, psychological well-being, and academic accomplishment. Both undergraduate and graduate students took part in the investigation. In this study, positive psychology and emotional intelligence theories were integrated. Academic success and psychological well-being were two dependent variables in the proposed framework. According to the study, academic success, positive psychological traits, and psychological well-being were all positively correlated with emotional intelligence; the benefits were larger for postgraduate students. Additionally, the association between emotional intelligence, psychological well-being, and academic accomplishment is regulated by positive psychological traits including self-efficacy, motivation, and resilience; this relationship was stronger among postgraduate students. By employing healthy coping mechanisms, college students can enhance their psychological health and academic achievement.

iii) Artificial Intelligence, Emotional Intelligence & Job Performance

Prentice et al. (2020) In the related literature, emotional intelligence as a personal intelligence and artificial intelligence as a machine intelligence have gained popularity within the past 20 years. These two ideas were combined in the present study, which focuses on service workers in the hotel sector and investigates the effects of artificial intelligence and emotions on employee performance and retention. The operationalization of employee job efficiency into internal and exterior dimensions, respectively, is based on their interactions with customers and coworkers. Data was collected from a wide range of hotels, each with its own ranking. In contrast to emotional intelligence, which has a substantial impact on both performance and retention, artificial intelligence substantially alters employee performance, the results show. The findings and ramifications are discussed at the end of this publication.

Ramamurthy & Anitha (2024) aimed to investigate the moderating effect of artificial intelligence on the relationship between employee performance and emotional intelligence. According to the study's findings, AI moderates the relationship between employee performance and emotional intelligence. AI is favourably correlated with increased emotional intelligence.This ultimately leads to better worker performance. By giving employees, the instant access to pertinent data and insights, real-time intelligence frameworks are crucial in raising the emotional intelligence of IT workers. These structures are created by continually collecting, analyzing, and extrapolating data from a variety of sources, such as news articles, social media, and user comments. IT workers may make informed selections and efficiently control their emotions in cross-cultural settings by using cutting-edge technologies like herbal language processing and system studying, which enable real-time intelligence structures to recognize styles, trends, and moods.

Dwivedi D (2025) highlights the significance of emotional intelligence in comprehending and regulating human emotions to enhance empathy and interpersonal relationships, as well as the ability of artificial intelligence to analyze data and offer predictive insights for informed decision-making. The study employs a multidisciplinary approach to create a framework that aligns competencies, tackling essential leadership challenges in contemporary workplaces, including adaptability, innovation, and team cohesion. Findings indicate that the integration of emotional intelligence and artificial intelligence can promote organizational growth, increase productivity, and enhance team dynamics. This study addresses the challenges associated with integrating these approaches, including ethical considerations, biases in AI algorithms, and the complexities of reconciling emotional and technical intelligence. This work offers actionable recommendations for practitioners and researchers, contributing to the advancement of leadership practices and identifying opportunities for further exploration in the evolving field of AI-driven human-centric leadership.

Shukla & Agnihotri (2023) investigated the link between AI and EQ in a range of settings, such as healthcare, therapy, and education. According to the results, there is a complicated interplay between

AI and EI, with both good and bad outcomes shown in different settings. When it comes to emotional intelligence, using AI-based tools and treatments might have a negative impact, especially on empathy and emotional regulation. There is some evidence that therapies based on AI can safely augment human emotional intelligence. The results have important consequences for the discussion around the effects of AI on human health and for the design and execution of AI-based therapies to improve emotional intelligence.

Problem Statement

The rising adoption of AI in higher education brings possibilities and difficulties. AI enables adaptive learning, automated grading, and data-driven decision-making, altering teacher responsibilities. Many professors oppose change because they see AI adoption as a danger to academic autonomy, job security, and professional identity.

But Emotional Intelligence (EI) also affects how people handle professional changes. Higher EI faculty are more likely to manage anxiety, welcome innovation, and perform well, while lower EI faculty may oppose change and do poorly.

EI, AI adoption, and job performance have been studied globally, however less studies are covered in Education Sector and that too in Rajasthan. As state professional education institutions move toward digital and AI-assisted teaching, it's important to investigate how EI moderates AI adoption resistance and affects faculty job performance. The research aims to close that gap.

Research Questions

1.What is the level of Emotional Intelligence among faculty members of higher education institutions in Rajasthan?

2.To what extent do faculty members exhibit resistance to Artificial Intelligence adoption?

Research Methodology

A multistage sampling approach utilizing both probability and non-probability methods was implemented. Initially, universities in Rajasthan that provide professional education were chosen through random sampling. In the second stage, faculty members from selected universities were recruited through stratified purposive sampling to ensure representation across essential strata, such as department and designation. Primary data were gathered through a pre-tested 5-point Likert-type questionnaire derived from the Quick Emotional Intelligence Self-Assessment by Paul Mohapel, administered in both online and in-person formats. Secondary data were obtained from published reports, magazine articles, and journal articles. Out of 350 distributed questionnaires, 290 were returned, resulting in a response rate of 82.86%. Of these, 250 were complete and included in the analysis, yielding a usability rate of 86.21% and an overall yield of 71.43%. The reliability and validity metrics for the instrument in this sample will be presented.

Socio Demographic Analysis

Table 1. Demographic Profile of the Respondents

Demographic Variable	Category	Frequency	Percentage
Age	20-30 Year	40	16
Age	31-40 Year	110	44
Age	41-50 Year	60	24
Age	51-60 Year	30	12
Age	60+	10	4
Age	Total	250	100
Gender	Male	135	54
Gender	Female	115	46

Gender	Total	250	100
Marital Status	Married	140	56
Marital Status	Single	110	44
Marital Status	Total	250	100
Educational Qualification	PG+NET	140	56
Educational Qualification	Ph.D.	85	34
Educational Qualification	Post Doctoral	25	10
Educational Qualification	Total	250	100
Working in	Central University	50	20
Working in	Government University	40	16
Working in	Deemed University	30	12
Working in	Private University	130	52
Working in	Total	250	100
Period of Working	0-5 Year	100	40
Period of Working	5-10 Year	80	32
Period of Working	10-15 Year	30	12
Period of Working	15-20 Year	25	10
Period of Working	More Than 20 Year	15	6
Period of Working	Total	250	100
Work Experience	Less than 5 years	120	48
Work Experience	5 years -10 years	90	36
Work Experience	10 years -15 years	40	16
Work Experience	Total	250	100
Current Designation	Assistant Professor	110	44
Current Designation	Associate Professor	70	28
Current Designation	Professor	35	14
Current Designation	Research Scholar	35	14
Current Designation	Total	250	100
Faculty	Faculty of Management	55	22
Faculty	Faculty of Hotel Management	28	11.2
Faculty	Faculty of Commerce	42	16.8
Faculty	Faculty of Design	20	8

The demographic profile of the respondents (N = 250) indicates a balanced distribution across various characteristics. The predominant age group is 31–40 years, comprising 44% of the population, followed by 41–50 years at 24% and 20–30 years at 16%. A minimal percentage, 4%, is represented by individuals over 60 years. The sample exhibits a balanced gender distribution, comprising 54% male and 46% female respondents. A slight majority of individuals are married (56%), whereas 44% are single.

The majority of individuals possess PG+NET qualifications (56%), followed by those with Ph.D. degrees (34%), while a smaller proportion holds post-doctoral qualifications (10%). The distribution of respondents by institution type reveals that the majority are employed in private universities (52%), followed by central universities (20%), government universities (16%), and deemed universities (12%).

Data indicates that 40% of individuals have worked at the same college or university for 0–5 years, 32% for 5–10 years, and only 6% have remained for more than 20 years. The work experience data reveals that a majority of respondents possess less than 5 years (48%) or between 5–10 years (36%) of experience, with only 16% having 10–15 years of experience.

In terms of designations, nearly half of the respondents are Assistant Professors (44%), followed by Associate Professors (28%). Professors and Research Scholars each constitute smaller segments at 14%. The analysis of faculties indicates that Management has the highest representation at 22%, followed by Engineering at 20% and Commerce at 17%. Law is moderately represented at 12%, along with Hotel Management at 11% and Biotechnology at 10%. Design has the lowest representation at 8%.

Objective I

Level of Emotional Intelligence

Table 2. Association of Socio-Demographic Variables with Emotional Awareness

Emotional Awareness				
Socio-Demographic Variable	Pearson Chi-Square	df	Sig. (p-value)	Interpretation
Age	12.384	4	0.018*	Significant association
Gender	2.615	1	0.106	Not significant
Marital Status	3.925	1	0.048*	Significant association
Educational Qualification	10.820	3	0.013*	Significant association
Work experience (same org.)	8.210	4	0.084	Not significant
Total Work Experience	5.762	3	0.124	Not significant
Current Designation	9.325	3	0.025*	Significant association
Department/Faculty	11.624	6	0.071	Not significant

$*p < 0.05$ = statistically significant

The results of the Chi-square test demonstrate that age, marital status, educational qualification, and current designation are statistically significantly associated with emotional awareness ($p < 0.05$). This indicates that variations in these demographic variables affect faculty members' emotional awareness levels. In contrast, gender, work experience, total experience, and faculty/department do not show significant associations, suggesting that these factors may not have a substantial influence on emotional awareness levels in this study.

Table 3. Association of Socio-Demographic Variables with Emotional Management

Emotional Management				
Socio-Demographic Variable	Pearson Chi-Square	df	Sig. (p-value)	Interpretation
Age	11.284	4	0.024*	Significant association
Gender	5.125	1	0.023*	Significant association
Marital Status	7.846	1	0.005*	Significant association
Educational Qualification	6.910	3	0.075	Not significant
Work experience (same org.)	8.672	4	0.071	Not significant

Working organisation	7.394	3	0.060	Not significant	
Total Work Experience	10.842	3	0.012*	Significant association	
Current Designation	9.135	3	0.028*	Significant association	
Department/Faculty	12.578	6	0.049*	Significant association	

*$p < 0.05$ = statistically significant

The results of the Chi-square test indicate that age, gender, marital status, total work experience, current designation, and department are statistically significantly associated with emotional management ($p <$ 0.05). This indicates that levels of emotional management among faculty members significantly differ across various socio-demographic factors. Younger faculty or those with greater experience may exhibit superior emotional regulation in professional contexts. Conversely, educational qualifications, work experience within the same institution, and type of organization do not exhibit significant associations, indicating that these variables may have a limited impact on emotional management in this sample.

Table 4. Association of Socio-Demographic Variables with Social Emotional Management

Social Emotional Management				
Socio-Demographic Variable	Pearson Chi-Square	Df	Sig. (p-value)	Interpretation
Age	10.846	4	0.028*	Significant association
Gender	2.184	1	0.139	Not significant
Marital Status	3.562	1	0.059	Not significant
Educational Qualification	7.124	3	0.068	Not significant
Work Experience in Same Org.	11.592	4	0.019*	Significant association
Type of Organisation	8.214	3	0.042*	Significant association
Total Work Experience	5.437	3	0.143	Not significant
Current Designation	9.326	3	0.025*	Significant association

The Chi-square test results for Social Emotional Management demonstrate significant associations between age, work experience within the same organization, type of organization, current designation, and department ($p < 0.05$). This indicates that factors like seniority, institutional environment, and academic role affect faculty members' capacity to manage social-emotional interactions effectively. Gender, marital status, educational qualification, and total work experience did not demonstrate significant associations, indicating that these variables may have a limited impact on social emotional management in this context.

*$p < 0.05$ = statistically significant.

Table 5. Association of Socio-Demographic Variables with Relationship Management

Relationship Management				
Socio-Demographic Variable	Pearson Chi-Square	df	Sig. (p-value)	Interpretation

Age	14.325	4	0.006*	Significant association
Gender	2.852	1	0.091	Not significant
Marital Status	6.214	1	0.013*	Significant association
Educational Qualification	8.432	3	0.038*	Significant association
Work Experience in Same Org.	9.812	4	0.044*	Significant association
Type of Organisation	5.720	3	0.126	Not significant
Total Work Experience	6.835	3	0.077	Not significant
Current Designation	10.946	3	0.012*	Significant association
Department/Faculty	11.527	6	0.041*	Significant association

The Chi-square test results for Relationship Management indicate significant associations with age, marital status, educational qualification, work experience within the same organization, current designation, and department ($p < 0.05$). Demographic factors, including career stage, academic qualifications, and institutional roles, significantly affect faculty members' capacity to establish and maintain professional relationships. The analysis revealed no significant relationship between gender, type of organization, and total work experience, suggesting that these factors may have a limited impact on relationship management skills.

Objective II

Resistance to Artificial Intelligence adoption

A review of faculty members' viewpoints reveals several key factors influencing their engagement with artificial intelligence (AI) in academic and professional contexts. Resistance to new technology indicates the degree of faculty hesitance or reluctance in adopting emerging AI-driven tools, frequently shaped by familiarity with traditional methods and the perceived complexity of new systems. The role of AI in procurement highlights educators' perspectives on AI's impact on optimizing institutional processes, resource management, and administrative efficiency. Ethical decision-making encompasses faculty members' apprehensions about the responsible utilization of AI, specifically addressing fairness, transparency, and accountability in its implementation. The dimension of AI job security concerns highlights anxieties regarding automation's potential to displace human roles, prompting inquiries into the sustainability of academic and administrative positions. Organizational and cultural barriers underscore structural and institutional challenges, including leadership resistance, insufficient training, and established organizational norms, which may impede or obstruct effective AI adoption. These factors collectively offer a comprehensive perspective on the enablers and challenges that faculty encounter in adapting to AI-driven transformations in education.

Table 6. Distribution of Faculty Responses across Factors of AI Adoption Resistance

Factors of AI Adoption Resistance	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Resistance to New Technology	56	42	51	82	19
AI in procurement	89	53	40	14	54
Ethical Decision Making	69	47	45	61	28

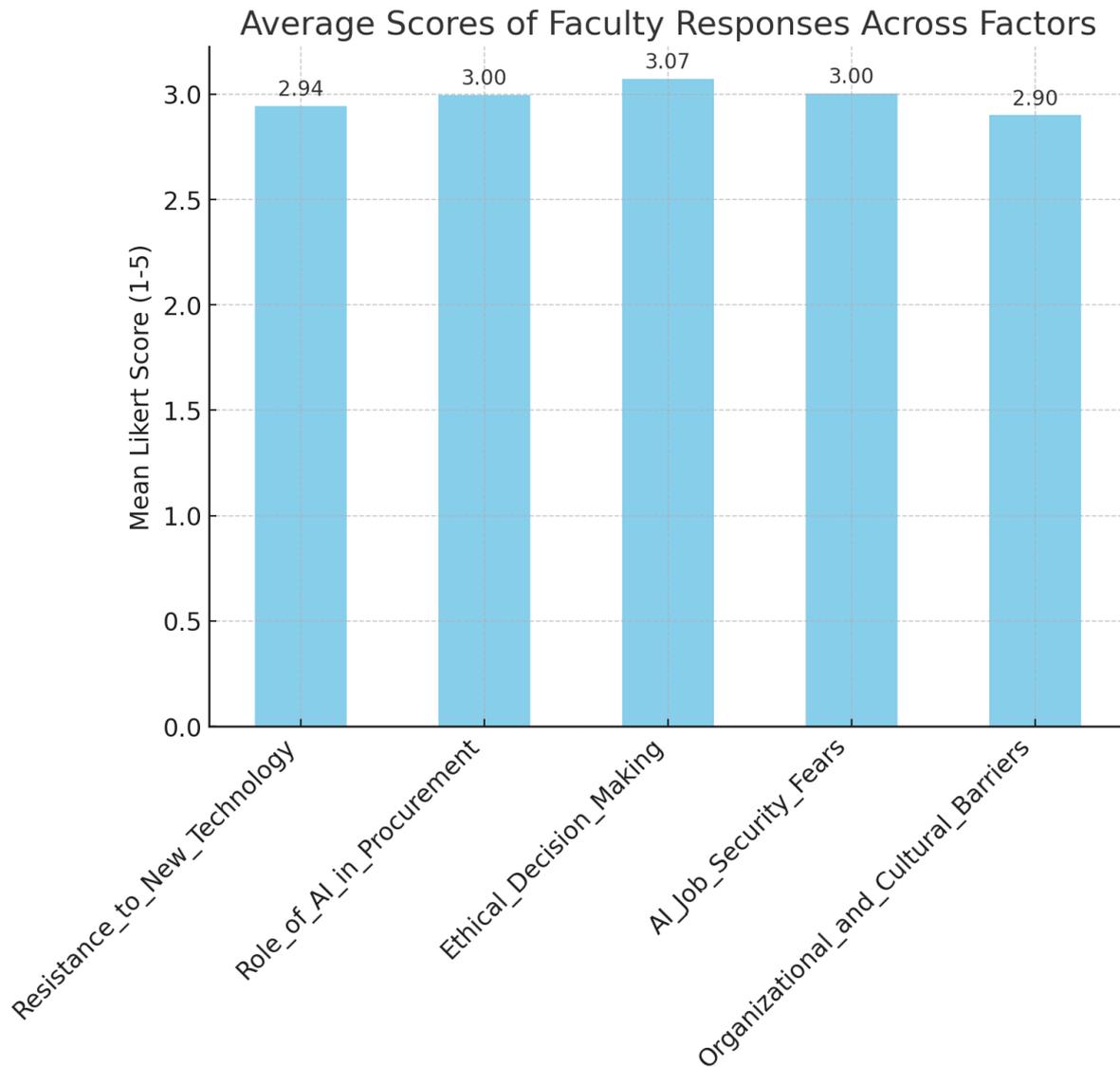| AI Job Security Fears | 50 | 48 | 54 | 47 | 51 |
| Organizational & Cultural Barries | 56 | 52 | 52 | 41 | 49 |

Figure 1. Average Scores of Faculty Responses Across Factors

Chi-Square Test

Table 7. Statistical Significance of Factors Affecting AI Adoption Resistance

Factor	Chi ^{2} Value	p- Value
Resistance to New Technology	41.72	0.000
Role of AI in Procurement	58.84	0.005
Ethical Decision Making	20.00	0.005
Ai Job Security Fears	0.60	0.963
Organizational and Cultural Values	2.52	0.641

There is a statistically significant relationship between the parameters Resistance to New Technology, Role of Artificial Intelligence in Procurement, and Ethical Decision Making ($p < 0.05$). As a result, the replies of the faculty members range significantly with regard to these characteristics, demonstrating distinct patterns of agreement and disagreement.

AI Job Security Fears and Organizational and Cultural Values, on the other hand, do not meet the criteria for statistical significance ($p > 0.05$). This indicates that answers to these characteristics are more uniformly distributed and do not differ substantially between groups.

Anova

3.61 is the F-statistic.

p-value equals 0.0062

Given that the p-value is less than 0.05, it can be concluded that there exists a statistically significant difference in the mean replies among the five reasons that hinder the adoption of artificial intelligence.

This indicates that faculty members have distinct opinions about certain aspects, such as the use of artificial intelligence in procurement and ethical decision making, in comparison to other aspects, such as concerns about job security.

Spearman Correlation Results

Spearman's rho: -0.60

p-value: 0.285

Interpretation: Negative but not statistically significant association

Important insights are revealed by the statistical study of faculty reactions to elements that are resistant to the adoption of artificial intelligence. The findings of the Chi-square test indicate that the areas of resistance to new technology, the role of artificial intelligence in procurement, and ethical decision-making reveal substantial variances in replies. This indicates that these are the areas from where faculty members have the most disagreements. The findings of the analysis of variance (ANOVA) further demonstrate that there are statistically significant variances in the mean scores across the five categories, underscoring the fact that individual elements are not viewed in the same manner. The Spearman correlation, on the other hand, reveals that although there is a downward tendency in the link between factor ranking and average scores, this trend does not meet the criteria for statistical significance. Concerns such as job security anxieties and organizational hurdles tend to be more equally distributed among faculty members, according to these data, which, when taken together, show that faculty members are notably split on problems pertaining to the adoption of technology and ethics in artificial intelligence.

Conclusion

The purpose of this study was to investigate the dual aspects of faculty experiences, specifically the role of emotional intelligence (EI) through its four components—emotional awareness, emotional management, social-emotional management, and relationship management—and the association between these factors and resistance to the adoption of artificial intelligence (AI) across key barriers. The results of the study indicated that EI plays a key influence in determining how faculty members perceive and react to changes brought about by technological advancements. Strong associations were discovered between higher levels of emotional intelligence and greater capability in emotional regulation, social interactions, and professional relationships. This suggests that emotionally intelligent faculty members are better equipped to manage change, reduce resistance, and adapt to the

incorporation of AI in academic settings. The current body of literature, which places emotional intelligence as a vital ability for managing organizational transformations, is validated by this.

While this was going on, the study of resistance variables indicated that faculty concerns are concentrated in particular areas, such as resistance to new technology, the role of artificial intelligence in procurement, and ethical decision-making, where statistically significant disparities appeared. Concerns regarding job security issues and organizational and cultural hurdles, on the other hand, proved to be less contentious, indicating that faculty members in these areas share a sense of ambivalence. When taken as a whole, the study demonstrates that although resistance to the implementation of artificial intelligence is a genuine phenomenon, it is not uniform, and a significant portion of it may be alleviated by developing emotional intelligence capabilities. It is more probable that faculty members who have a higher EI will be able to control their worries, interact constructively with the role that AI plays, and overcome organizational constraints. Therefore, the cultivation of emotional intelligence among educators not only improves professional performance but also serves as a strategic road to minimizing opposition and enabling easier acceptance of artificial intelligence in higher education.

In light of the findings, educational institutions of higher learning ought to make the development of emotional intelligence a priority as a strategic strategy to lessening resistance toward the use of artificial intelligence. Faculty members can be empowered to better regulate their fears, adapt to change, and interact constructively with new technologies through the implementation of training and professional development programs that increase emotional awareness, self-management, social-emotional skills, and relationship management. Not only will the incorporation of EI modules into faculty development programs improve individuals' coping strategies, but it will also build a culture of openness, cooperation, and ethical decision-making when it comes to the incorporation of AI tools into teaching and administrative procedures.

Concurrently, it is imperative that institutions address the particular resistance elements that were discovered in this academic study. Trust may be built and fear can be reduced through the implementation of targeted interventions such as seminars on artificial intelligence tools that develop capacity, frank talks about ethical principles, and participatory decision-making in procurement connected to artificial intelligence. Although clear information regarding job security and supporting organizational policies can further relieve worries, leadership must play a proactive role in lowering organizational and cultural obstacles by modeling adaptation and fostering innovation. This can be accomplished by encouraging innovation and modeling adaptability. Together, these tactics will ensure that the use of artificial intelligence in higher education is not only technologically efficient but also emotionally sustainable. This will match the transformation of the institution with the well-being and professional development of faculty members.

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