



AI Integration and Job Security: An Analysis of Private Higher Education Institutions

¹Soumili Bishnu, ²Gangotree Ghosh

¹Assistant Professor, ²Associate Professor

¹Department of Management Studies,

¹Sikkim Manipal Institute of Technology, Sikkim, India

Abstract: Artificial Intelligence (AI) in the education sector is gaining prominence, thereby igniting extensive discourse over its possible hazards to employment. The possibility of job displacement through AI automation is becoming a growing concern among educators in private institutions. Integration of AI acts as a driving force to change the scenario of higher education or at least parts of education, in the form of better teaching, increase in speed of administrative procedures, and better student performance. Located in the remote hilly regions of West Bengal and Sikkim, private higher educational institutions are just in the initial phase of bringing in AI tools into higher learning. But the long-term effects of integration of AI in higher education become a growing concern for educators engaged in private higher educational institutions on the aspect of job security.

This research study has made an attempt to observe how artificial intelligence is perceived by educators at private higher education institutions in the mountainous regions of West Bengal and Sikkim. The paper further analyses how AI integration and support from their institutions are connected to how they feel regarding their job security.

The study is based on the primary data collected from educators in private higher educational institutions in hilly regions of West Bengal and Sikkim. Data collected are analyzed by using descriptive statistics, inferential statistics to find out the relationships between teachers' perceptions of job security with adoption of artificial intelligence and institutional support.

The results indicate that educators perceived that their job of providing education is secured if they make themselves well acquainted with the application of artificial intelligence and institutional support would be the pivoting factor behind integration of artificial intelligence and having secured job. By providing effective training private higher educational institutions could strengthen their educators and support them to believe in the positive outcome of AI integration. The analytical analysis of the dynamics between challenges of human resources in education and technological integration lay emphasis on the need to reconcile innovation with job stability and security. The results are of value given these institutions and places where they are situated and highlight the importance of the study to gauge the long-term effects.

Keywords - Artificial Intelligence, Private Higher Educational institutions, Job Security, Educators' Perception, Organizational Support

I. INTRODUCTION

The application of Artificial Intelligence (AI) in private higher education institutions has emerged as a significant area of debate, fueled by accelerated technological developments and the growing need for customized and data-centric learning experiences. AI technologies, including machine learning and natural language processing, can potentially revolutionize academic settings by optimizing teaching practices, automating administrative processes, and enhancing overall student performance (Luckin et al., 2016). With these technologies taking center stage, there is a need to evaluate their implications for administrative staff and faculty members, especially in regard to professional roles and job security.

The possibility of job displacement through AI integration and automation is becoming a growing concern among educators in private institutions (Fuchs, 2020). As technology continues to advance and AI systems are able to grade tests, provide virtual guidance, and monitor student achievement, instructors and staff can view these developments as a challenge to employment security (Kaur et al., 2020). Bill Gates recently stated that artificial intelligence (AI) will replace professionals such as doctors, teachers, and mental health experts within the next decade, making human workers unnecessary for most tasks (Richards, 2025). Speaking on "The Tonight Show Starring Jimmy Fallon" while promoting his memoir "Source Code", Gates highlighted AI's potential to provide high-quality medical advice and tutoring at little to no cost, addressing shortages in critical professions. Although he accepted the beneficial changes of AI, especially in health and learning, he was also doubtful about the general implications, such as the future of employment and work-life balance. Gates stressed that society's future with AI is still ambiguous, containing opportunities for innovation along with challenges for defining its place in the labor force (Richards, 2025).

According to Zawacki-Richter et al. (2019), AI is a useful tool that can make teachers more efficient by performing routine tasks, facilitating data-driven decision-making, and offering individualized learning experiences for students. Hesitation and resistance of personnel engaged in the education sector in implementing new technology have generated uncertainty in job stability and less employment opportunities (Sarkar et al., 2020). This uncertainty and concern raise the question regarding perception of teachers

and employees about the security of their job because of adoption of newer technology and integration of AI. Within private higher educational institutions, it is important to understand whether integration of AI is a boon or a bane.

In special conditions of the hilly regions of West Bengal and Sikkim, there are educational institutions which have already started bringing in AI tools into the private institutions of higher learning but the long-term effects of the same on job stability are yet to be determined. From faculty and staff outlook, institutions can deal with such issues in advance, establish strategic AI policy, and adopt proper training schemes to facilitate employment adaptability. A well-conceived model of AI integration will usher in a positive change and will pave a way to a healthy shift of AI powered education in Sikkim and West Bengal without losing employment opportunities in the private higher education institutions of those states.

II. LITERATURE REVIEW

Various academicians have done comprehensive research on AI integration in the education industry, job security perception of employees and organizational initiatives and adaptability towards AI integration.

Some of them are highlighted in the following table:

Table 1: Overview of the reviewed literature

Author(s) & Year	Research Method	Key Findings
Venkatesh & Davis (2000)	Four longitudinal field studies in companies from finance, manufacturing, education and IT sector (Sample size- 906)	In the case where a company actively encourages their employees to try new technologies, research reveals that educators are more likely to view AI as a good thing rather than something that is harmful.
Eisenberger, Armeli & Rhoades (2002)	Primary research among employees from various industries Sample size- 413	Factors such as the perception of the usefulness of AI tools and level of institutional support, can influence the perception of job security.
Rhoades & Eisenberger (2002)	Meta-analysis	For institutions to effectively integrate AI technologies in education, supportive organizational initiatives need to be presented. That includes offering professional development opportunities, creating an environment that encourages innovation, and ensuring educators are equipped with the training necessary to use AI tools.
Levy & Murnane (2004)	Case study analysis	Computerization is relatively easy in the case of teaching positions because they require complex communication and expert thinking. They also reasserted the necessity of educators becoming as familiar to new tools as old ones or replacing them at all.
Ford (2009)	Book-based analysis with real-world examples	He warned about jobs lost across various industries because of AI. In anticipated blended learning models in education, one would assume instructors' roles would change or not disappear, and the instructors would facilitate rather than lecture.
Brynjolfsson & McAfee (2014)	Literature review, case studies, economic modeling	They took up the term 'Second Machine Age' and forecasted middle-skilled employment would be disrupted. It would also promote re-skilling and stressed the fragility of education in the future workforce transition.
Luckin et al. (2016)	Conceptual and theoretical analysis	Educational institutions in countries like the US, UK and Singapore are adopting AI driven platforms that give rise to personalized learning experience for the students so that proficiency of students could be developed by tailoring the instruction as per the specific needs of the students. However, AI technologies like Adaptive Learning systems and Intelligent Tutoring systems offer to bring personalized learning that fits the individual student needs.
Zawacki-Richter et al. (2019)	146 research articles analyzed	Educational outcome can be improved by AI technology through the ability to analyze huge amounts of data searching for learning patterns and offering personalized content. Such collaborations between educational leaders and technology developers can lead to successful integration of AI in educational practice and improve teaching and learning outcomes. Stakeholders can help create this environment by fostering collaboration and offering targeted support to educators who are willing (and are able) to use AI in their teaching. It not only further cures the fears doubtfully surrounding sustaining a job but also espouses a climate of innovation and flexibility in educational institutions.
Fuchs (2020)	Theoretical analysis	Educators' perception about AI integration is unclear in India. Some educators see AI as a useful tool that can bring more value to teachers and learners, while other educators dread the advent of AI technologies that may obviate their positions, with the result that their job stability is now under threat. Educational institutions need to apply AI technologies to use them responsibly and equitably.
Kaur, Tiwari & Gupta (2020)	Primary research among faculty members from Indian universities (Sample size-280)	The fear of automation is intensified by the ignorance of AI abilities and capacities in the educational context, while adoption of the technologies is impeded by that fear. With the increase in the number of tasks that AI is taking over with regards to administrative and analytical tasks, educators are instead being seen as more of facilitators of the learning,

		instead of pure measures of information. Educators who want to make use of AI in their practice have to remain trained and constantly learn about them too.
Sarkar, Das & Banerjee (2020)	Primary research among teachers and administrators (Sample size- 150)	With AI becoming a key focus point of this, the Indian government has undertaken several such programs for encouraging digital literacy and augmenting use of technology in classrooms.
Vired (2023)	Survey of 200,000 students, professionals, and academics across India	78% of respondents think upskilling is necessary to stay relevant in the job market, while 82% fear job displacement due to AI.
Ozgul et al. (2024)	Analysis of job tasks and AI susceptibility across occupations	AI automation is more likely to affect high-skilled people in non-routine activities; the fact that salary advantages fluctuate by occupation suggests that AI has a diverse effect on individuals.

Source: Existing literature review

III. RESEARCH GAP

The literature available reflects a twofold view regarding AI's contribution to education. Existing literature reveals that some researchers examine both the benefits and drawbacks of integrating artificial intelligence (AI) into educational institutions. Some studies focus on educators' concerns regarding job security amidst the growing presence of digital technologies and AI. Several studies underscore the potential advantages of AI in education and propose ways to incorporate it without threatening employment opportunities. While many of these studies are based on international contexts, some have been conducted within India, albeit mostly at a macro level. India, however, is highly diverse, with significant variations across states and even within individual states. These variations stem from differences in demographic and geographical characteristics - ranging from hilly areas to coastal and plain regions. Micro level analysis on educators' perspective on AI integration and job security is very few.

Particularly in hilly state Sikkim and hilly regions of West Bengal where private higher education institutions tend to be more prevalent and the integration of digital technology and AI is a relatively recent trend; this type of micro level analysis is yet to be carried out. This highlights the need to examine concerns about educators' job security in these regions and to assess whether institutions, even in remote locations, are effectively supporting them in developing digital literacy and AI proficiency.

IV. OBJECTIVES OF THE STUDY

In continuance with the research gap as discussed in section – III, the primary objective of this study is to investigate the perception of educators in private higher education sectors regarding AI integration, the level of organizational support and its impact on job security.

Precisely, the study attempts-

- To investigate how private educators perceive the integration of artificial intelligence (AI) in educational settings.
- To identify the level of organizational support towards the integration of artificial intelligence (AI).
- To analyze the association between AI integration, organizational support and job security from private educators' perspective.

V. RESEARCH METHODOLOGY

This study developed a research instrument by leveraging validated measurement tools, conducting a comprehensive literature review, and incorporating primary data collected from educators of different private higher educational institutions from Sikkim and hilly regions of West Bengal. Data collected were assessed and analyzed by using appropriate statistical tools. All variables were assessed using established and reliable metrics.

5.1 RESEARCH DESIGN

The study employed descriptive statistics and inferential statistics using a cross-sectional approach. This design allowed the collection of primary data at a single point in time, facilitating the analysis of relationships between variables, specifically AI integration, organizational support, and job security perceptions among educators of private higher educational institutions in Sikkim and hilly region of West Bengal. The study used primary data collected through survey and structured questionnaires and analyzed it by using descriptive statistics and inferential statistics.

5.2 DATA COLLECTION

A structured questionnaire was developed to gather data on the following key areas: Demographic Information, Awareness and Perceptions of AI, Job Security Concerns and Organizational Support.

The components used to measure the variable are mentioned in table 2:

Table 2

Variables	Components	Formulated by
AI Integration	Awareness of AI Technologies	Davis, F. D. (1989)
	Frequency of Use of AI Tools	
Job Security Perception	Concern about Task Replacement	Greenhalgh, L. & Rosenblatt, Z. (1984)
	Belief in Role Replacement	
	Agreement on Job Security Concerns	Ashford, S. J. et al. (1989)

	Impact on Job Roles	Autor, D. H. (2015)
Organizational Support	Preparedness for AI Changes	Bakker, A. B. & Demerouti, E. (2007)
	Interest in AI Training Programs	
	Institutional Support for AI Adaption	Eisenberger, R. et al. (1986)

Source: Davis, F. D. (1989), Greenhalgh, L. & Rosenblatt, Z. (1984), Ashford, S. J. et al. (1989), Autor, D. H. (2015), Bakker, A. B. & Demerouti, E. (2007), Eisenberger, R. et al. (1986)

The questionnaire used a bi-polar Likert scale (1-5) response, from "strongly disagree" to "strongly agree," to measure perceptions and attitudes quantitatively. Data was gathered using online questionnaires sent through email and social media platforms to the target participants. They also were guaranteed confidentiality and anonymity and received informed consent before they were allowed to participate. The questionnaire took about 15-20 minutes to complete.

5.3 POPULATION AND SAMPLE SIZE

The target population for this study was teachers, administrative staff and support staff of private colleges and universities of hilly regions of West Bengal and Sikkim. A stratified random sampling was used to represent different disciplines and institutional types. A proportionate number of individuals were then randomly chosen to ensure the balance. It minimized sample bias and did improve the generalization of the findings. According to Cohen guidelines for effective sample size, the estimated sample size was 291 respondents from the population of 2295 educators consisting of faculty members, supporting administrative staff of private higher education institutions in hilly regions of West Bengal and Sikkim. A total of 350 respondents were surveyed in the study, exceeding the minimum required sample size previously discussed. Of these, 7 responses were excluded due to human errors during questionnaire completion, and another 3 were omitted because of incompleteness. So, the final sample size stood at 340. Government educational institutions were excluded from this study, as their employment policies permit educators to retain their positions until retirement, regardless of changes or advancements in technology.

5.4 HYPOTHESIS

H₀: There is no relationship between AI integration, organizational support and job security among educators of private higher educational institutions.

H₁: Significant relationship exists between AI integration, organizational support and job security among educators of private higher educational institutions.

VI. ANALYSIS AND FINDINGS

Data so collected are analyzed with descriptive statistics and inferential statistics. Findings are discussed as follows:

6.1 DESCRIPTIVE STATISTICS AND RELIABILITY

Table 3: Descriptive Statistics and Reliability (N=340)

Variables	Mean	Standard Deviation	Skewness	Kurtosis	Reliability (Cronbach's Alpha)
AI Integration	2.85	0.75	0.156	-0.416	0.82
Job Security Perception	3.65	0.82	-0.104	-0.260	0.79
Organizational Support	3.45	0.78	-0.050	-0.210	0.84

Source: Researchers' own calculation

The descriptive statistics for AI Integration, Job Security Perception, and Organizational Support provide interesting insights into the dataset. The mean score for AI Integration is 2.85 with a standard deviation of 0.75, reflecting a moderate level of integration among respondents. The skewness of 0.156 indicates a mild right skew, and the kurtosis of -0.416 indicates a slightly flatter distribution than normal. Job Security Perception has a greater mean of 3.65 and standard deviation of 0.82, indicating a higher level of concern among respondents about job security. The skewness of -0.104 indicates a very slight left skew, and the kurtosis of -0.260 indicates a nearly normal distribution but flattened slightly. Organizational Support has a mean of 3.45 and a standard deviation of 0.78, indicating generally positive perception of support by organizations in AI integration. Its skewness of -0.050 indicates a distribution almost perfectly symmetric, and the kurtosis of -0.210 indicates a slightly flatter than normal distribution. These measures' reliability, estimated by using Cronbach's Alpha, affirms good internal consistency for all constructs, of which AI Integration attained 0.82, Job Security Perception attained 0.79, and Organizational Support attained 0.84. These confirm the results as both reliable and valid for future statistical analysis.

6.2 NORMALITY TEST

Table 4: Normality Tests (N=340)

Variables	Mean	Standard Deviation	Skewness	Kurtosis	Shapiro-Wilk (p-value)
AI Integration	2.85	0.75	0.156	-0.416	0.150
Job Security Perception	3.65	0.82	-0.104	-0.260	0.120
Organizational Support	3.45	0.78	-0.050	-0.210	0.135

Source: Researchers' own calculation

Normality tests were conducted using Shapiro-Wilk test to identify whether the data followed a normal distribution. The derived p-values were 0.150 for AI Integration, 0.120 for Job Security Perception, and 0.135 for Organizational Support — all of them are larger than the p value of 0.05. This reveals that data for all three variables are drawn from normal distribution. Also, the skewness and kurtosis values of AI Integration, Job Security Perception, and Organizational Support are all within acceptable limits, further justifying the normality assumption. These findings justify the application of parametric tests for further analysis.

6.3 CORRELATION BETWEEN VARIABLES

It was previously determined that the primary data collected for the study followed a normal distribution. Now the study has made an attempt to find the correlation between AI Integration, Job Security Perception, and Organizational Support. To test the inter-relationships between AI Integration, Job Security Perception, and Organizational Support, a Pearson correlation test was performed.

Table 5: Correlation (N=340)

Variable	AI Integration	Job Security Perception	Organizational Support
AI Integration	1.00	-0.43	-0.36
Job Security Perception	-0.43	1.00	0.51
Organizational Support	-0.36	0.51	1.00

Source: Researchers' own calculation

The findings indicated that there was a moderate negative correlation between AI Integration and Job Security Perception ($r = -0.43$, $p < 0.01$), which means that greater AI integration has lower job security perception. Also, there was a moderate negative correlation between AI Integration and Organizational Support ($r = -0.36$, $p < 0.01$), which implies that higher AI integration can be viewed as diminishing organizational support. However, Organizational Support and Job Security Perception were found to have a strong positive correlation ($r = 0.51$, $p < 0.01$), implying that higher perceived organizational support is related to higher job security perception by employees.

6.4 REGRESSION ANALYSIS

As it has been found that AI Integration, Job Security Perception, and Organizational Support are correlated, the study thus made an attempt to find the relationship between these three variables. Next, multiple regression analysis has been applied to predict Job Security Perception based on AI Integration and Organizational Support. The predicting equation for Job Security Perception (dependent variable Y), AI Integration (independent variable X_1) and Organizational Support (independent variable X_2) is given in the general linear regression form:

$$Y = a + b_1 X_1 + b_2 X_2 \quad (6.1)$$

Where:

- Y is the forecasted Job Security Perception (JS)
- a is y-intercept (constant term)
- b_1 is the regression coefficient for AI Integration (AI).
- b_2 denotes the regression coefficient for Organizational Support (OS).
- X_1 is the AI Integration score
- X_2 refers to the Organizational Support score.

According to the regression result, the figures are as follows:

- Intercept (a): 1.10
- Slope for Integration of AI (b_1): -0.60
- Slope for Organizational Support (b_2): 0.70

Thus, the regression equation is:

Table 6: Regression Equation (N=340)

$JS = 1.10 - 0.60 (AI) + 0.70 (OS) \quad (6.2)$			
(7.89)	(5.36)	(6.54)	
			R = 0.58
			R ² = 0.34
			Adjusted R ² = 0.31
			Where, N = 340

Source: Researchers' own calculation

Note: Figures in the bracket indicate t values. All t values are significant at 1% level.

Dependent Variable: Job Security Perception

This model predicts a negative association between Job Security Perception and AI Integration and a positive association between Organizational Support and Job Security Perception. More precisely, for every one-unit increase in AI Integration, the job security perception decreases by 0.60 units, reflecting fears of job loss. Nevertheless, as Organizational Support increases by one unit, Job Security Perception is enhanced by 0.70 units, which indicates that strong organizational support may offset the negative impact of AI on the job security perceived by employees. This highlights the importance of organizational support in maintaining employee stability and confidence when confronted with technological change.

The regression analysis indicates a moderate positive correlation between the combined predictors—AI Integration and Organizational Support—and the perception of Job Security, with an R-value of 0.58. The R² value of 0.34 indicates 34% of the variation in the perception of Job Security explained by the model. Additionally, the adjusted R² value of 0.31 indicates the explanatory power of the model after accounting for the number of predictors in the model. The findings suggest that both AI Integration and Organizational Support have significant effects on the perception of job security. The regression analysis states that with adequate organizational support, educators would be less concerned about job security in the face of AI integration.

6.5 ANOVA

The study further makes an attempt for ANOVA to find out whether the regression equation is statistically significant or not.

Table 7: ANOVA (N=340)

Source	Sum of Squares	df	Mean Square	F	p-value
Regression	23.16	2	11.58	19.61	0.000
Residual	45.40	337	0.13		
Total	68.56	339			

Source: Researchers' own calculation

Predictor: (Constant), AI Integration, Organizational Support

Dependent Variable: Job Security Perception

The ANOVA output shows that the regression equation is statistically significant with F-statistic value of 19.61 and p-value of 0.000. The sum of squares of regression is 23.16 with 2 degrees of freedom (as there are two predictors: AI Integration and Organizational Support).

This confirms that the combined effect of AI Integration and Organizational Support is a significant determinant of Job Security Perception, explaining a considerable amount of variance in the dependent variable.

VII. CONCLUSION

This research explored the interaction between AI Integration, Organizational Support, and Job Security Perception among private educators in higher education sectors. The results indicate that AI integration negatively affects the job security perception, indicating that educators in the hilly region of West Bengal and Sikkim might feel their jobs are less secure with the growing application of AI technology in their workplace in private higher educational institutions. However, it suggests that the influence of organizational support on the perceived job security is considerable. Organizational support can play a crucial role in reducing the concern for job security in the age of AI integration.

These findings highlight the importance of organizations providing proper organizational support to their faculties and staff in the adjustment process because of technological change such as AI. Private higher educational organizations which are open for communication, training, new technology adoption and security of jobs can make educators less afraid and make them feel safer. Perception of well-beingness among educators can be improved by an organizational culture of providing support to those educators in private higher education sector while integrating AI into the job of teaching, administration and allied activities. This study points to the interaction between technological development and the workers' attitudes highlighting that an integrated strategy — that combines technological uptake as well as a robust organizational support — can generate a teaching force that is more adaptive and protected.

This study, while insightful, has certain limitations that warrant consideration. It focused solely on AI Integration and Organizational Support. Due to paucity of time and locational hardships, potential influences like organizational culture, leadership, and individual demographics that may shape job security perceptions would not be considered. Future study will throw light in this direction. Since AI has only been recently introduced in the private higher education sector in this region, conducting a longitudinal study is not feasible. Due to its cross-sectional design, the study cannot confirm causal relationships between variables. With the passage of time longitudinal study may be possible to yield deeper and more nuanced insights.

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