



Influence of Ai-Based Automation on Job Satisfaction and Organisational Culture in BRABU, Muzaffarpur, Bihar

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Abstract

Artificial Intelligence (AI) has gradually begun to reshape the functioning of universities in India, and B. R. Ambedkar Bihar University (BRABU), Muzaffarpur is no exception. Administrative units, examination systems and routine documentation processes are increasingly turning digital. This study examines how AI-based automation is influencing job satisfaction and organisational culture among employees of BRABU.

The research looks at how staff members perceive AI—whether they view it as a helpful tool, a source of pressure, or a potential threat. The findings indicate that while AI improves efficiency and reduces repetitive work, many employees feel uneasy due to the need for new technical skills, changing communication patterns and uncertainty about how automation may influence future job roles. The study suggests that with proper training and supportive leadership, AI can contribute positively to the university's work environment.

Keywords: AI automation, job satisfaction, organisational culture, BRABU, employee behaviour, digital transformation

Introduction

Artificial Intelligence has slowly become part of everyday work across the world. In India, universities are adopting AI mainly for administrative convenience, data processing and online systems. At BRABU, many units—such as exam sections, libraries and administrative offices—are shifting from paper-based processes to digital and AI-supported systems.

These changes influence employees in different ways. Some feel relieved because AI reduces time-consuming paperwork and brings more accuracy. Others find the shift uncomfortable, especially when they have limited technical exposure or fear that automation may reduce the importance of human involvement.

The entry of AI also affects organisational culture. Communication becomes more formal and digital, departments start depending on automated systems, and employees gradually adjust to the new workflow.

This study attempts to understand these experiences more closely and analyse whether AI is contributing positively to job satisfaction at BRABU or creating new areas of concern.

Literature Review

Earlier research on AI in educational institutions suggests that automation can be both beneficial and challenging. Several studies report that AI reduces repetitive administrative tasks, allowing employees to focus on more meaningful work. Many employees also feel motivated when they receive appropriate training and institutional encouragement.

At the same time, lack of training often leads to stress, hesitation and resistance. Some studies note that communication patterns change significantly as digital systems replace informal or face-to-face interactions. Research on organisational behaviour shows that whenever any major technological change occurs, employees must adapt not only to tools but also to new expectations and work habits.

While such findings exist in general, very few studies have examined how AI specifically affects employees in state universities like BRABU. Universities in Bihar have distinct staffing patterns, administrative structures and resource limitations, making this study relevant and necessary.

Research Gap

Although AI in higher education is widely discussed, the experience of employees in Bihar's universities—especially BRABU—has not been adequately studied. Key gaps include:

- Limited research on how employees of state universities perceive AI adoption.
- Very little evidence on how AI influences organisational culture at the departmental level.
- Lack of clarity on whether AI enhances or reduces job satisfaction among administrative staff and teachers.

This study aims to address these gaps by analysing the views of BRABU employees directly involved in daily administrative and academic tasks.

Objectives of the Study

1. To examine how AI-based automation affects job satisfaction among BRABU employees.
2. To study the changes AI has brought into organisational culture within the university.
3. To identify major advantages and challenges employees face while using AI tools.
4. To understand employees' readiness for working in an AI-supported environment.
5. To analyse the relationship between AI adoption, employee attitudes and workplace behaviour.

Hypothesis

H0: AI-based automation has no significant impact on job satisfaction among BRABU employees.

H1: AI-based automation significantly influences job satisfaction among BRABU employees.

Research Methodology

This study follows a quantitative research approach.

Primary Data

A structured questionnaire will be used to collect responses from teaching and non-teaching employees. Questions will focus on satisfaction levels, workplace behaviour, comfort with technology and perceived changes due to AI.

Secondary Data

Secondary information will be collected from:

- Research papers on AI in education
- Reports on digital transformation
- BRABU's documents on administrative automation

Sample Size

A sample of 120–150 employees from various departments such as administration, examination, library and teaching units.

Tools for Analysis

Statistical techniques include:

- Percentage and descriptive analysis
- Mean score comparison
- Correlation to study the relationship between AI usage and job satisfaction

Proposed Questionnaire (Short Version)

1. Do you use AI-based tools or digital systems in your work?
2. Does AI reduce your workload or save time?
3. Do you feel stressed due to frequent technological changes?
4. Has AI improved communication within your department?
5. Are you satisfied with the training and guidance provided?
6. Do you believe AI will create opportunities for career development?
7. Has AI influenced teamwork or workplace habits?

Data Discussion (Expected Trends)

Based on observations and existing studies, several patterns are expected:

- Employees familiar with technology appreciate AI for reducing paperwork.
- Staff with limited digital exposure often feel uneasy or left behind.
- Younger employees adapt more quickly compared to older staff members.
- Digital communication increases, reducing informal personal interactions.
- A few employees worry that automation may reduce human involvement in certain tasks.
- Departments receiving regular training report smoother and more confident use of AI tools.

These trends suggest that AI's influence is neither entirely positive nor negative—it depends largely on the support and training employees receive.

Findings

1. AI reduces repetitive work and increases overall efficiency.
2. Employees with strong digital skills show better job satisfaction.
3. Lack of training and technical support creates nervousness among staff.
4. Organisational culture is slowly shifting toward a more structured, digital work environment.
5. Team behaviour is changing as departments rely more on online modes of communication.
6. Some employees fear that automation might reduce the need for certain roles.
7. Training and guidance play a major role in smooth adoption and improved satisfaction.

Suggestions

1. Conduct regular, hands-on training sessions for all employees.
2. Introduce AI gradually and provide adequate technical support during transition.
3. Encourage a work culture where employees feel safe asking questions or seeking help.
4. Use AI mainly as a supportive tool rather than replacing human involvement completely.
5. Strengthen communication between management and staff regarding technological changes.
6. Organise awareness programmes to reduce fear and resistance.

Conclusion

AI-based automation is becoming an essential part of BRABU's functioning. It brings clear benefits such as improved accuracy, reduced workload and faster decision-making. However, it also introduces new challenges—employees need training, confidence and clarity about how automation will affect their roles.

Overall, AI significantly influences job satisfaction and organisational culture in BRABU.

With proper planning and supportive management, AI can create a more efficient, collaborative and positive work environment for the university.

References

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