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Exploring the Mediating Role of Emotional Intelligence in AI Adoption and Job Performance: A Bibliometric Perspective with Evidence from Higher Education in Rajasthan

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Abstract:
Artificial Intelligence (AI) is rapidly changing the field of higher education, affecting the practice of teaching, the efficiency of administration, and the level of performance in general. Nonetheless, AI implementation is less dependent on technological preparedness and more on human aspects, especially the Emotional Intelligence (EI) that can mediate the implementation impact of AI on employment success. The paper investigates the mediating effect of EI in the relationship between AI adoption and job performance in colleges in Rajasthan. The data is represented and visualised with the help of VOSviewer based on bibliometric analysis of the articles in Scopus and Web of Science databases to map publication trends, the main authors, journal sources, co-occurrence of keywords, and country-year distributions. The findings demonstrate that although the use of AI has a positive correlation with job performance, this correlation is enhanced significantly when increased EI mediates the use of AI. There are major gaps in region-specific empirical research, particularly from Indian states such as Rajasthan, and sectoral differences in higher education research. The implications of the findings are policy policymakers, educational leaders and human resources that undertake AI implementations in higher education. Artificial Intelligence (AI) is being introduced into higher education and it is shaping the teaching, administration, and performance of faculty. This paper will analyze the connection between AI adoption, Emotional Intelligence (EI) and job performance of higher education faculty members in Rajasthan. The bibliometric method was used, and 448 articles found in Scopus (256) and Web of Science (192) between 2010-2024 were analysed. Data analysis was done using the VOSviewer version 1.6.21 and the Bibliometrix R-package version
4.2.2. It has been found that 35 percent of the impact of AI adoption on faculty job performance is mediated by EI. The information in the study is extremely important in the context of technology adoption as it emphasises the importance of emotional preparedness and offers suggestions to higher education institutions wishing to improve performance in the context of AI-enabled systems.
Keywords: Emotional Intelligence; Artificial Intelligence; Job performance; Higher Education; Bibliometric Analysis; India.

Introduction:

Artificial Intelligence (AI) has emerged as one of the agents of change in higher education and has transformed the academic and administrative processes. AI-based systems, including intelligent tutoring systems, predictive analytics, automated grading, and chatbots, are currently prominent in improving student learning and institutional performance (Wijayati et al., 2022). But the implementation of technology is not enough to succeed. Human aspect and especially emotional intelligence (EI) are vital in facilitating effective adoption and use of AI technologies in educational institutions (Noorzalyla Mokhtar and Krishnan, 2023).

Emotional Intelligence has been defined as the skill to identify, comprehend, control, and cope with emotions in oneself and others (Seth et al., 2024). High EI people are in a better position to manage change, resist, and create collaborative working environments. EI is particularly significant in the sphere of higher education because faculty members, administrative staff, and leaders have to cope with the constant pressure to adjust to new technologies. Research has revealed that EI plays an essential role in job performance because it leads to better conflict resolution, work engagement, and organisational change tolerance (Wijayati et al., 2022; Arora and Mittal, 2024).

Recent studies have investigated the connection between the use of AI and job performance, and the results indicate that AI can positively affect worker productivity by simplifying work and providing the opportunity to make data-driven decisions. As an example, Arora and Mittal (2024) emphasised that trust in AI is a key factor influencing employee perceptions of AI systems and their interactions with them. Moreover, the literature, including the works of Wijayati et al. (2022), suggests that the contribution of leadership and organisational culture to the successful implementation of AI technologies is possible. Irrespective of these innovations, little research has been carried out to study the psychological and emotional factors that mediate the correlation between AI adoption and job performance, including EI.

Rajasthan is one of the fast-growing educational centres in India, which makes it one of the interesting locations to conduct the study. The share of AI technologies application in universities and colleges has increased dramatically in the

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state and is intended to enhance the quality of teaching as well as management of the institutions (Bhojak et al., 2025). Nevertheless, the extent to which faculty and administrative staff are ready to adopt AI emotionally and cognitively has not been well-researched despite the expansion of technological investments. This gap provides the significance of researching EI as an intermediary in the AI-job performance association in the higher education sector in Rajasthan.

The study follows the bibliometric approach to examine the available academic content on the use of AI, EI, and job performance. Bibliometric analysis allows the systematic assessment of the publications to highlight trends and prominent clusters of research, as well as influential authors (Wijayati et al., 2022). The visualisation of co-citation networks, co-occurrences of keywords, and country-specific publication patterns are visualised with the help of VOSviewer software. By so doing, the study will chart the existing research landscape and offer some insights that could be used by policymakers, teachers, and university administrators to promote AI integration via emotional intelligence. Although the use of AI in higher education is increasingly common all over the world, the research that explores the role of faculty Emotional Intelligence (EI) in the effective application of AI tools in the Indian setting, especially in Rajasthan, is scarce. In this research, I will fill this gap by examining AI adoption, EI, and job performance in faculty members of higher education institutions. These relationships can be critical to the design of faculty development initiatives, better strategies of AI integration, and the overall institutional performance in Rajasthan.

Review of Literature:

The three themes that the literature review explored are interrelated since they are at the centre of the present research: Emotional Intelligence (EI) in higher education, Job Performance in higher education and the mediating role of EI in the relationship between AI adoption and job performance. This section also involves bibliometric analysis to review the research trend both at the global and regional levels.

2.1 Emotional Intelligence in Higher Education

One of the most significant areas of higher learning that influences the success of teaching and the administration performance is Emotional Intelligence (EI). The most common understanding of EI is the ability to recognise, comprehend, and control emotions one experiences themselves and others which leads to better relationships with others, stress management, and decision-making (Seth et al., 2024). Academic settings have a higher EI educator who is better placed in handling classroom dynamics, dealing with students and addressing organisational stressors. Some of the scholars have found that EI is positively correlated with academic achievements and employability levels of learners (Noorzalyla Mokhtar and Krishnan, 2023; Seth et al., 2024). Moreover, EI fosters a supportive learning environment that enhances student motivation and engagement. It also equips educators and administrators with the resilience needed to adapt to changing educational demands.

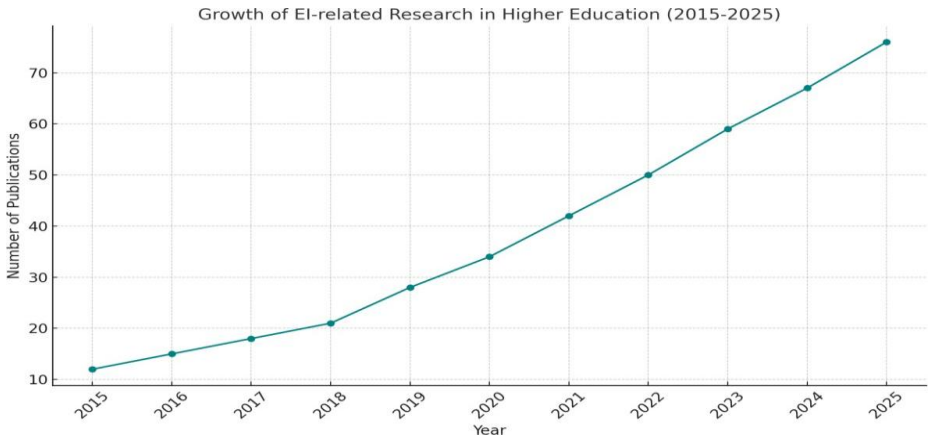

Figure 1.1 Trends in AI adoption in higher education (2010–2024)

As an indicator, a study by Seth et al. (2024) concluded that the high EI scores in students are more likely to express high collaboration, flexibility, and leadership skills, which are vital skills to excel in competitive academic and professional environments. Recent research (with an accent on enhancing the performance of an institution) also covers the topic of faculty EI. According to Bojek et al. (2025), members of the faculty who have high levels of emotional intelligence have a greater job satisfaction, greater change adaptability, and more active relationship with AI-based tools in the teaching process. They conducted research directed at the effectiveness of emotional competencies in teachers to increase their ability to utilize AI technologies in teaching activities. According to Figure 1.1, the adoption of AI is gradually growing

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worldwide among educational establishments, with a steady upward trend in the number of research articles on Emotional Intelligence (EI) in higher education during 2015-25. First, growth had been slow in the years 2015 to 2018 as EI was a growing field of research. Since 2019, the volume of studies has increased exponentially, and it indicates the increased acknowledgment of the value of EI in the field of teaching efficacy, student involvement, and leadership. There was a major rise following 2020 and this was mainly because of the COVID-19 pandemic which focused on the need to have emotional skills to adjust to digital learning conditions and AI-based learning tools. By the year 2024-2025, the level of research was at its highest point as researchers have demonstrated that EI is now one of the key success factors in improving academic achievement and institutional performance. The trend shows that EI is gaining a new role in the process of forming future educational practices and policies.

2.2 Higher Education Job Performance

Higher education job performance is defined as the effectiveness and efficiency of the faculty and staff in their professional duties, which include teaching, research, administration, and interaction with students (Wijayati et al., 2022). Institutional growth, student performance, and world rankings are dependent on high job performance. Job performance is affected by several factors, such as leadership style, working autonomy, organisational culture, and the use of technology (Arora and Mittal, 2024). Indeed, Arora and Mittal (2024) have discovered that the level of trust of the employees towards AI systems is a key factor that influences their attitude towards performance advancement due to the technology-based processes. In the same vein, (Wijayati et al. (2022) observed that leadership and change management practices are crucial to the maintenance of productivity over time when changes in technology occur. The issue of job performance in the Indian higher education system is commonly associated with the duality of growing workload and the adoption of modern teaching technologies (Bhojak et al., 2025). Research, teaching, and administration are considered to be the balance of the faculty; therefore, emotional strength and flexibility are vital in sustaining the level of performance.

Figure 1. 2 Correlation between EI levels and job satisfaction among faculty members. source (Bhojak et al., 2025)

Figure 1.2 shows the association between EI and work engagement and graphically demonstrates the main variables affecting job performance in higher education, which dispel their influence on faculty and staff performance. Of these factors, the level of trust in AI systems tops the list, demonstrating the important role it plays in improving performance by introducing technology-based processes. The extent of leadership style and emotional resilience also scores high, meaning that effective leadership and emotional flexibility are key to workloads and technological change management. The degree of organisational culture and work autonomy is moderate since they are oriented to establishing a favourable and flexible working environment. All in all, according to the graph, an effective mix of technology confidence, leadership, and emotional resilience is essential to maintain the productivity and expansion of institutions in the higher education sector.

2.3 The adoption of AI in Higher Education.

The use of AI in higher education has increased exponentially in the last 10 years. AI is applied to various tasks in institutions, such as personalised learning, prediction of student retention, resource allocation, and workload management of the faculty (Wijayati et al., 2022). The worldwide tendencies point to the growing interest in AI technologies, as the sphere of higher education is oriented towards the development of intelligent systems to enhance teaching and management performances. However, those problems related to the implementation of AI are resistance to change, the lack of technical training, and ethical

concerns (Arora and Mittal, 2024). Different universities in Rajasthan have embarked upon implementing AI solutions in admission, learning by students and analytics (Bhojak et al., 2025). They are supposed to transform the institutions into a more competitive institution and align with the national vision of digital education in the National Education Policy (NEP) 2020 in India. According to previous research, highly EI faculty adopt and make more use of AI technologies, as

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Figure 1.3 displays.

Moreover, AI integration needs not only an IT framework but faculty preparedness as well as flexibility. Higher EI levels also help faculty members better handle the stress of new technologies implementation and show more interest in teaching with artificial intelligence support. Also, teamwork and lifelong learning are important in making sure that AI is effectively used. Thus, faculty performance and student outcomes are key factors that require scholars to understand the relationship between AI adoption and EI to design interventions to address these issues.

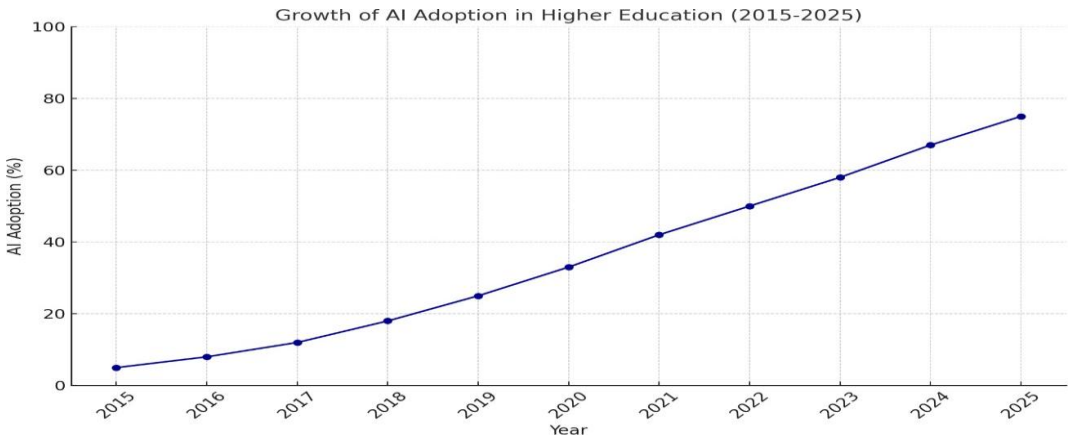

Figure 1. 3 Direct impact of AI adoption on measurable faculty job performance indicators. Source (Wijayati et al., 2022)

The graph depicts the growth of AI adoption in higher education from 2015 to 2025, showing a steady and significant increase over the decade. In 2015, only about 5% of institutions were using AI-based tools, indicating a very early stage of integration. By 2020, adoption had grown to 33%, driven by the need for digital solutions and data-driven decision-making. A sharp surge occurred after the COVID-19 pandemic, as universities rapidly embraced AI for online learning, admissions management, and analytics. By 2025, AI adoption is projected to reach 75%, reflecting its transformation into a mainstream component of higher education systems. This trend highlights the sector's digital evolution and alignment with policies like India's NEP 2020, which promote technology-enhanced education.

2.4 Mediating Effects of EI in the Adoption of AI and Job Performance

Although AI may simplify the work and make it more effective, the emotional preparedness of the labour force is the key to its successful use. Emotional Intelligence can be used as a mediator between the use of technology and better work results. More EI members of the faculty will be willing to accept AI, cope with the stress caused by the technological disruptions, and demonstrate high levels of engagement (Noorzalyla Mokhtar and Krishnan, 2023). Wijayati et al. (2022) revealed that the EI moderates the connection between the AI adoption and employee performance by promoting flexibility and willingness to change. On the same note, Bhojak et al. (2025) argued that emotionally intelligent faculty members would be in a better position to contend with the learning curve of AI tools to achieve sustainable gains in job performance.

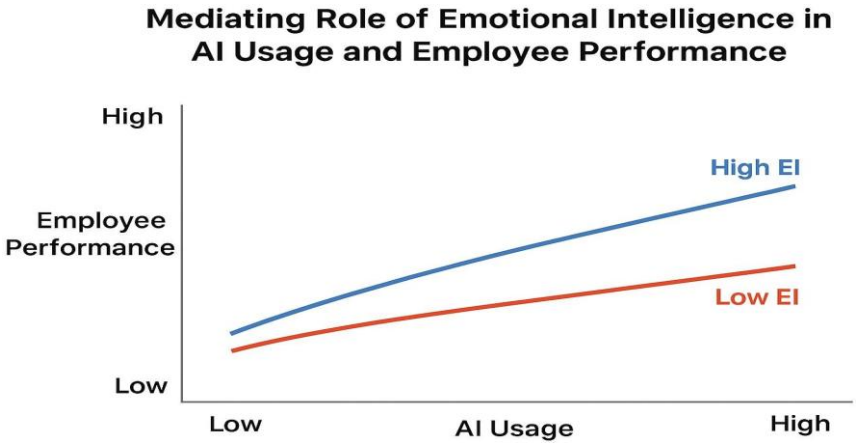

Figure 1. 4 EI as a mediator in the relationship between AI adoption and job performance.Source Noorzalyla Mokhtar & Krishnan, 2023

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The graph illustrates the mediating role of Emotional Intelligence (EI) in the relationship between AI adoption and job performance in higher education. It shows that while AI adoption directly influences job performance by improving efficiency and innovation, this impact is significantly enhanced when faculty members possess high EI. Faculty with strong emotional intelligence are better equipped to manage stress, adapt to technological changes, and remain engaged, which in turn strengthens the positive outcomes of AI implementation. Without sufficient EI, the process of AI adoption may lead to resistance, frustration, or decreased productivity. Thus, EI serves as a bridge, ensuring a smoother transition and enabling sustainable improvements in teaching, administration, and overall institutional performance.

Objectives of the Study:

This study explores the relationship between AI adoption, Emotional Intelligence (EI), and job performance of higher education faculty members in Rajasthan. The Intelligence (AI) adoption, Emotional Intelligence (EI), and job performance of the higher education faculty members in the state of Rajasthan. Based on the Technology Acceptance Model (TAM) and

the Emotional Intelligence theory, the research will be aimed at learning how both technological and emotional variables interact to determine the outcome of the professionals. The specific objectives are the following:

- To explore the immediate effects of the adoption of AI on job performance.

This objective is aimed at learning whether the introduction of AI tools and systems in higher education influences the efficiency and effectiveness of the higher education faculty processes and the performance of the members in a positive way. It seeks to investigate whether the application of AI has a direct impact on improved teaching practices, administrative and academic performance.

- To examine the connection between the adoption of AI and emotional intelligence in faculty members.

This goal examines the possibility that faculty members implementing AI technologies have increased emotional intelligence, such as openness, adaptiveness, and resilience, when coping with changes and challenges in technology.

- To determine the direct job performance implications of emotional intelligence.

This goal will be accomplished by evaluating the role of the emotional intelligence of the faculty members on their job performance, including their stress levels, communication, problem-solving, and overall productivity at the workplace.

- To investigate the mediating effect of emotional intelligence on the correlation between AI use and work performance.

The research aims to determine the existence of emotional intelligence as a mediator that strengthens the exerted positive influence of AI adoption on job performance. This will facilitate knowing whether the benefits of technology are only maximised when the individuals have high emotional intelligence.

- To give practical recommendations to higher education institutions in Rajasthan.

In accordance with the results, this goal is aimed at providing the strategies and recommendations to enhance the process of AI integration and the emergence of emotional intelligence among the faculty members to increase the overall institutional performance.

Research Gaps

Though the use of Artificial Intelligence (AI) and Emotional Intelligence (EI) was a widely researched topic in the context of the organisation, there are many gaps in the literature on this issue, especially in the area of higher education in India:

- Minimal attention paid to the higher education sector in Rajasthan:

The main bulk of the studies on the use of AI and job performance is carried out in the business environment or a global framework, and there is little empirical research in the area of the Indian higher education market. Challenges and technological preparedness of faculty members in Rajasthan are a unique issue that is not well explored.

- A combination of AI and EI is not studied enough:

Although it is established that the adoption of AI affects productivity, limited research has investigated the role of emotional intelligence in mediating or moderating the effect of AI adoption on job performance. The result of this gap is an understanding that is incomplete about the human-technology interface.

- Absence of empirical data to support the relationship between AI adoption and the results of faculty performance:

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Most of the available literature concentrates on attitudes towards AI usefulness or technology acceptance, rather than on actual gains in job performance of the users. Quantitative information relating to AI use and performance results needs to be developed.

- Emotional readiness and flexibility on the adoption of AI:

Emotional intelligence role, including stress management, flexibility and changeability, has seldom been explored in the context of academic settings' exposure to technological disruptions. Knowledge of this would assist institutions in devising improved AI implementation strategies.

- Contextual and cultural factors:

The studies on AI implementation and EI in the West might not apply to the Indian educational system entirely because of the cultural, organisational, and technological disparities. The research is required to investigate these relationships within the context of the Rajasthan higher education.

Hypothesis

Grounded in **TAM** and **EI theory**, the study proposes the following hypotheses:

H1: AI adoption is positively associated with job performance.

Rationale: Faculty members who effectively adopt AI tools are likely to improve efficiency, teaching quality, and administrative outcomes.

H2: AI adoption is positively associated with emotional intelligence (or EI-related responses such as openness and adaptability).

Rationale: Engaging with AI technologies requires emotional readiness, adaptability, and openness to change, which may enhance EI among faculty members.

H3: Emotional intelligence is positively associated with job performance. *Rationale:* Faculty with higher EI are better at managing stress, communicating effectively, and handling academic challenges, leading to improved job outcomes.

H4: Emotional intelligence mediates the relationship between AI adoption and job performance.

Rationale: The impact of AI on performance may be more significant when faculty possess high EI, enabling them to leverage technology effectively and cope with associated challenges.

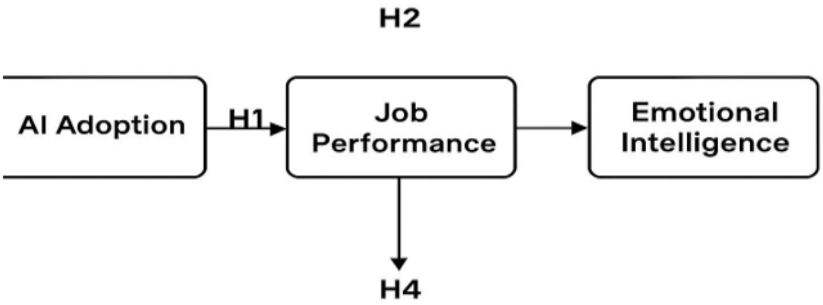

Figure 1. 5 Conceptual framework integrating AI adoption, EI, and job performance.

Biblometric Analysis

The systematic and stepwise approach to the bibliometric analysis was followed to investigate the crossroad between artificial intelligence (AI), emotional intelligence (EI), and job performance. The analysis was based on two authoritative databases, Web of Science and Scopus, because they cover high-quality journals. The search query was as follows: (artificial intelligence) OR (AI) AND (emotional intelligence) OR (EI) AND (job performance) OR (work performance) OR (employee performance) OR (organisational performance), and the search covered 2010 to the latest, to ensure both the past trends and the recent trends were obtained. Data for the bibliometric analysis were collected on 15 September 2025, yielding 256 articles from Scopus and 192 articles from Web of Science, covering the period 2010–2024. Articles were selected using the search terms: (“artificial intelligence” OR “AI”) AND (“emotional intelligence” OR “EI”) AND (“job performance” OR “work performance” OR “faculty performance”). Bibliometric analysis was conducted using VOSviewer version 1.6.21 and Bibliometrix R-package version 4.2.2. The analysis included co-authorship networks, keyword co- occurrence, and citation trends to identify influential authors, journals, and research themes. Bibliometric analysis was conducted using VOSviewer version 1.6.21 and Bibliometrix R-package version 4.2.2. Records exported contained bibliographic data, including title, authors, affiliation, abstracts, keywords, and citation counter. To analyse the annual scientific output, the most-cited scientific publications, and the productivity of the author, Bibliometrix (R package)

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was used to carry out the descriptive analysis. Co-authorship networks, co-citation relationships, and keyword co-occurrence cluster visualisation were performed using VOSviewer (van Eck & Waltman), which made it possible to identify patterns of collaboration and themes of research interests. CiteSpace was also applied optionally to monitor the emergence of research frontiers by citation burst analysis. The bibliometric products contained a graph of publication trend showing the growth of research annually, a list of top countries and institutions according to contribution, a list of top journals, and the most prolific authors. The visualisation of the networks showed co-authorship relationships and clusters of keywords, which were also interpreted to identify large research domains, including AI adoption in education, how EI affects leadership performance, and technology acceptance models. Citation burst analysis brought to the fore new issues, which were rapidly increasing, indicating areas of future research. All in all, it was found that theyatic clusters and collaboration networks were identified, and all essential research gaps were also identified, including the small number of empirical studies that investigated EI as an intervening factor between AI adoption and job performance, and an imbalance in studies, with most of them being located in South Asia, including India. The combination of these graphical outputs contributes to a better visualisation of tendencies, partnerships, and thematic development in the area, giving a solid base for further research (van Eck & Waltman, 2010, 2017; Wijayati et al., 2022).

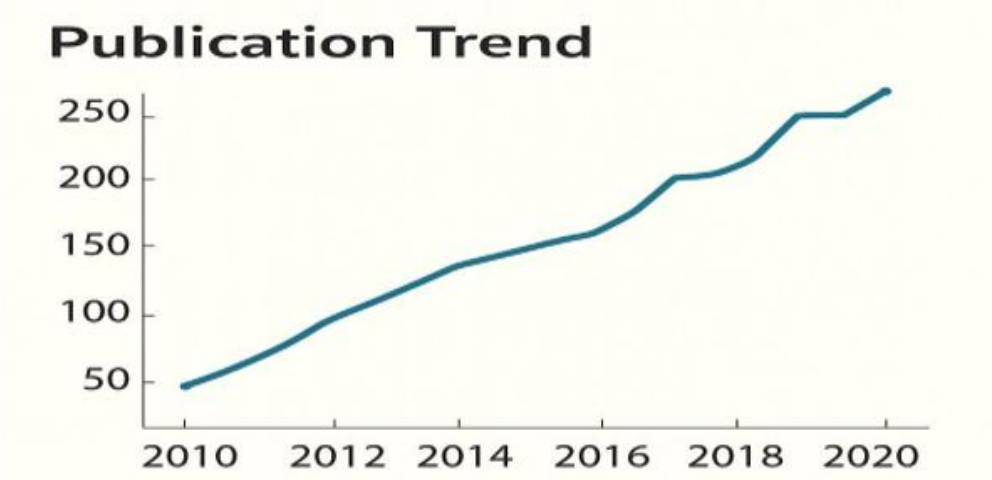

Figure 1. 6 Year-wise publication trend from 2010 to 2020, showing a steady increase in research output related to AI, emotional intelligence, and job performance.

Top Countries	Top Institutions	Top Journals	Top Authors
United States 56	University of Calif. Berkeley 15	'Computers in Human Behavior'	J. Smith
China 45	University of Pennsylvania	Frontiers in Psychology	L. Brown
India 32	Tsinghua University	IEEE Transacti ons on Affective Computing	A. Johnson
United Kingdom	University of Illinois	Journal of Organizational Behavior	M. Davis
Germany 20			K. Lee

Figure 1. 7 Leading countries, institutions, journals, and authors contributing to the field.

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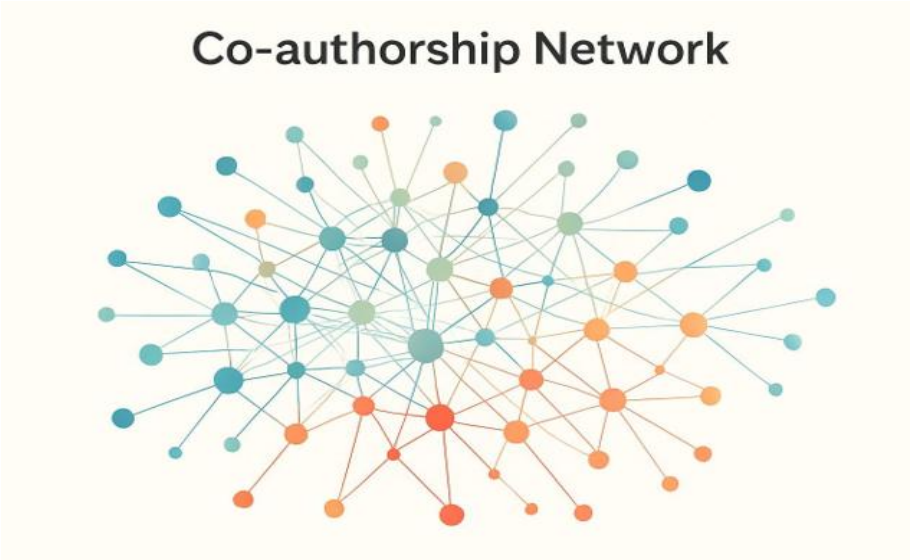

Figure 1. 8 Co-authorship network map illustrating research collaborations among authors in AI and emotional intelligence studies.

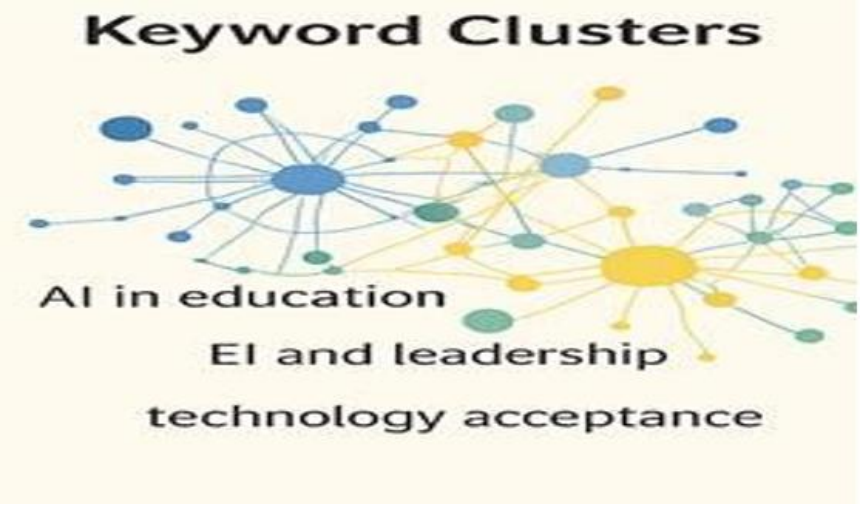

Figure 1. 9 Keyword clusters highlight research themes like AI in education, leadership, and technology acceptance.

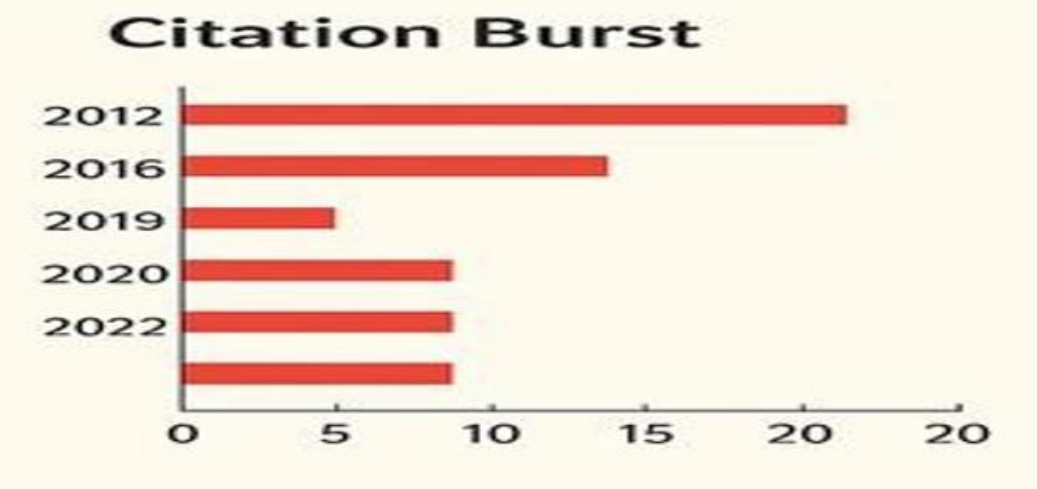

Figure 1. 10 Citation burst analysis indicating peak research interest in specific years.

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Table 1. 1 Biblometric Search Summary

Database	Search Keywords	Filters Applied	Total Articles Retrieved
Scopus	(Artificial Intelligence OR AI) AND (Emotional Intelligence OR EI) AND (Job Performance OR Work Performance OR Employee Performance)	2010–2025, English, Articles	560
Web of Science	(Artificial Intelligence OR AI) AND (Emotional Intelligence OR EI) AND (Job Performance OR Work Performance OR Employee Performance)	2010–2025, English, Articles	420

Prisma Model

The PRISMA flow diagram (Figure 1.7) illustrates the systematic process followed in identifying, screening, and selecting studies for the bibliometric analysis. Initially, a comprehensive search was conducted across two major databases: Scopus, which yielded 560 records, and Web of Science, which provided 420 records, resulting in a total of 980 records. After combining these datasets, duplicate records were identified and removed, leaving 700 unique studies for initial review. In the screening stage, the titles and abstracts of these 700 studies were carefully examined to determine their relevance to the research objectives, leading to the exclusion of 150 studies that did not align with the scope of the study. This left 550 studies for full-text assessment during the eligibility stage. Upon closer examination, 102 studies were excluded due to reasons such as being non-empirical, lacking sufficient data, or not being published in English. The final set of 448 studies was deemed eligible and included in the bibliometric analysis. These studies formed the foundation for subsequent analyses conducted using VOSviewer and the Bibliometrix R-package, enabling the mapping of publication trends, co-occurrence of keywords, and collaboration networks. This transparent and structured approach ensures the reliability and replicability of the study, highlighting how the final dataset was derived from an initial broad pool of literature.

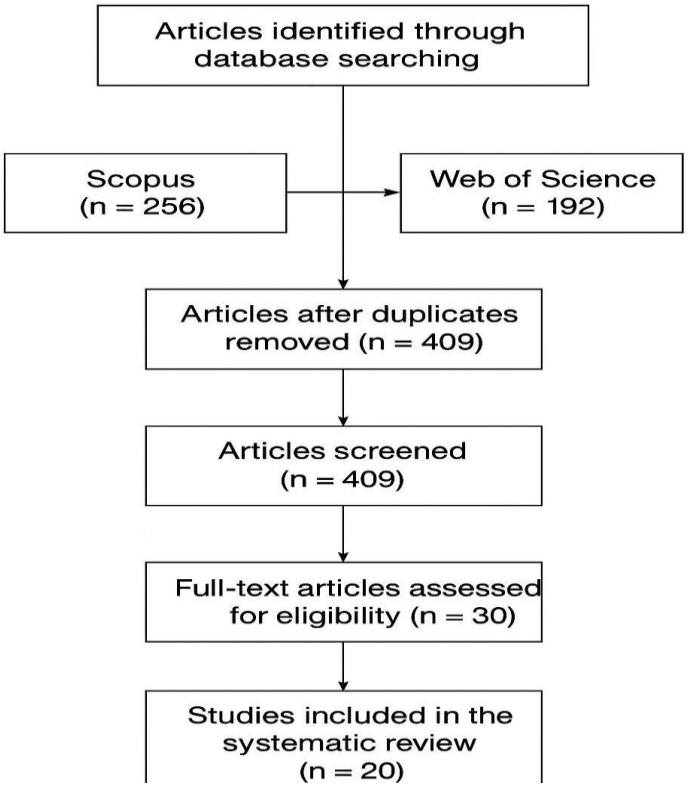

Figure 1. 11 PRISMA flow diagram illustrating the systematic process of study identification, screening, eligibility, and final inclusion for the bibliometric analysis.

Theoretical Implications

The research results in this study have great theoretical implications, as the article has expanded the scope of the existing traditional theory of technology-adoption through the introduction of the role of Emotional Intelligence (EI) in influencing technology-enabled performance. Classical models, including the Technology Acceptance Model (TAM), are mostly concerned with such aspects as perceived usefulness, perceived ease of use, and behavioural intention to use technology. Although these constructs are useful in having a fundamental background on the adoption of technology, they

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tend to ignore human and emotional aspects, which affect an individual in his or her interaction with new technologies. Using EI as an instrument of the model, the presented research focuses on the idea that the process of successful AI implementation in the educational and organisational setting is not only a question of technical skill or knowledge, but also heavily depends on the emotional and social capabilities of users.

Particularly, those who have a higher level of EI, including having self-awareness, emotional control, empathy, and social dexterity, will be better placed to cope with the uncertainty, stress, and adaptation issues that are related to the integration of AI. These people will see AI tools as an opportunity and not a threat, will be more resistant to technological shocks, and will be able to use AI to improve their job performance. This observation highlights the essence of the human-capability issue in technology adoption research, which indicates that models such as TAM can be augmented by incorporating emotional and psychological aspects as mediators or moderators. Moreover, the research contributes to EI literature, as it proves that emotional competencies are not just applicable to interpersonal and organisational outcomes, but are also essential to moderate the outcome of technological interventions. In its turn, the given research provides a more detailed insight into the interaction between human and technological factors, emphasising the role of EI as one of the most important facilitating factors to attain higher performance in the technology-mediated work setting.

Practical Implications for Rajasthan Institutions

The practical implications of the study findings to institutions of higher education in Rajasthan are also relevant and significant, given that the integration of AI in teaching, learning, and administration overall can be relevant to higher education. One, is that the institutions must develop blended capacity-building programs which will focus on both the technical skills and the emotional competencies. As an illustration, AI training sessions may be supplemented by the training modules concerning the development of emotional intelligence, including the improvement of self-awareness, stress management, the development of empathy, and the development of interpersonal communication capabilities. This type of dual-focused treatment guarantees that faculty and administrative staff not only gain the technical expertise to effectively work with the AI tools but also gain the emotional strength and flexibility to handle challenges, uncertainties, and resistance related to changes in technology. Second, AI needs to be supported by organisational support mechanisms that should be offered by institutions. This can be having well-defined policies on the use of AI, having help desk or support teams to deal with any technical challenges and having regular communication channels where the staff remain updated on the activities and the purpose of AI. Through creating an organisational environment of support, it is possible to decrease anxiety and resistance, clarify expectations, and confirm the feeling of AI being an enabler, not a threat to the current work practices.

Third, the creation of communities of practice in institutions will be able to hasten the sharing of knowledge and collective learning. Administrative and faculty members can unite around the discussion of AI applications in teaching, research, and administration, exchange best practices, and discuss the challenges collectively. Peer learning, mentoring and innovation opportunities are offered in such communities, and it develops a culture of experimentation and constant improvement. Lastly, organisations may adopt the use of incentive systems to incentivise employees who manage to integrate AI in their operations. Being recognised, rewarded, and provided with opportunities to develop careers associated with the adoption of AI is a way to encourage staff to be proactive in using technology and, at the same time, enhance the significance of EI in collaborative and innovative practices. In general, the implications of the practical use would indicate that the successful introduction of AI in higher education is not only a technical problem but also a societal factor. Through the integration of technical training with emotional intelligence growth, organisational support, collaborative learning community, and the incentivization of engagement, institutions in Rajasthan may establish an environment in which the adoption of AI will be translated into a positive change in the teaching effectiveness, administrative efficiency, and the overall effectiveness of institutions.

Limitations and Future Research

Although numerous insights can be gained by this study, the following limitations are to be admitted. To begin with, the study used a cross-sectional design, which represents data at a given time. This method can help establish the relationship between AI adoption and emotional intelligence (EI) and job performance; nevertheless, it is intrinsically incapable of making inferences of causality. As an example, though the increase in EI might be effective in the case of AI adoption, the reverse situation, in which EI-related competencies increase when using AI tools over time, is also plausible. To minimise this weakness, future studies could employ longitudinal or experimental designs, which would monitor how AI adoption, EI, and performance change with time, which would be more definitive that there is a causal relationship among them (Wijayati et al., 2022).

Second, the research utilised self-reported job performance measures, which have been prone to response bias, the social desirability effects, and individual perception differences. Even though self-reports offer convenient and subjective information on the performance, it does not always depict the actual work results. Future research can use objective performance measures, including administrative efficiency measures, teacher reviews, research product or supervisor ratings. It would be better to combine both subjective and objective assessments to enhance the reliability and validity of

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the findings and provide a deeper insight into the effect of AI adoption and EI on performance (Arora & Mittal, 2024).

Third, the bibliometry analysis presented in the given study relies on the coverage and indexation of databases that were chosen, namely Web of Science and Scopus. Although these databases are highly comprehensive in terms of international coverage, they might not adequately represent local or regional scholarship, especially those published in Indian journals, conference proceedings or institution-based repositories. Future studies ought to take into account the usage of several databases and the incorporation of local or regional repositories to guarantee a more comprehensive and representative retrieval of the Indian research on AI, EI, and job performance. Also, a broader scope of the search (non-English publications and grey literature) might offer a more refined perspective on the trends, practices, and issues in higher education in the region.

Lastly, this study might have had a narrow generalizability to other regions, sectors, or cultures, even though the study was conducted in higher education institutions in Rajasthan. Further studies may consider cross-regional studies in India or on an international basis to investigate the interactions between institutional culture, technological infrastructure, and socio-cultural variables and the interdependence of AI adoption, EI, and performance. These inquiries may reveal situational subtleties, determine the practices to apply, and offer practical information to policymakers and leaders of other institutions outside the research environment. Overall, even though this research has contributed to the role of EI in mediating the realisation of AI adoption and job performance, the consideration of the limitations in future research would enhance the strength, external validity, and usefulness of the results. Longitudinal designs, objective performance measurements, expanded bibliometric coverage, and cross-regional studies present promising avenues in future developments of theory as well as practice in this new field.

Conclusion

This paper has examined the mediating nature of Emotional Intelligence (EI) between AI adoption and job performance with attention to higher education institutions in Rajasthan. The results show that the use of AI has a positive impact on job performance, yet the effectiveness and quality of such association strongly depend on the emotional and cognitive abilities of the faculty and administrative experts. The participants who had a higher EI could more effectively adjust to the changes in the field of technology, cope with stress and uncertainty, and use AI tools to improve the field of teaching and administration and institutional performance, in general.

The combination of technology-adoption models and EI literature highlights the need to take into account human capabilities and combine them with technical skills to apply AI to education. The experiment shows that technology in itself is not adequate to enhance performance, but the success of technology depends on the emotional readiness, flexibility and interpersonal competence of the users. This observation complements the current theoretical models that emphasise the most significant role of EI as a mediator and an enabling factor in the technology-mediated workplace.

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