

The Impact of Generative Artificial Intelligence Adoption on Employees' Professional Identity: The Relationship of Psychological Safety and Work Redesign—An Applied Study of Iraqi Universities

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Abstract

The objective of this study is to analyze the effect of adopting generative artificial intelligence on the professional identity of employees in Iraqi universities by identifying the mediating role of psychological safety and work redesign in this regard. The descriptive analytical method was used and the main tool to collect the data was a questionnaire. The sample consisted of 322 personnel of Iraqi institutions (faculty members, administrative staff, researchers and research assistants). Data were analyzed by SPSS with some statistical techniques such as Cronbach's alpha, descriptive statistics, Pearson correlation and simple linear regression.

The results showed that the use of generative artificial intelligence had a positive and significant impact on psychological safety, work redesign, and professional identity of employees. The results showed that there was a good and significant effect of psychological safety and job redesign on professional identity. The study found that the use of generative artificial intelligence as a support tool to improve performance, reduce mundane chores, increase autonomy and improve the nature of work has the potential to contribute to improving the professional identity of workers. The research recommended universities establish clear rules for the use of generative artificial intelligence, continue training courses and improve psychological safety in the university working environment.

Keywords: *Generative Artificial Intelligence; Psychological Safety; Work Redesign; Professional Identity; Iraqi Universities.*

Introduction:

The modern world is rapidly transforming the job landscape, with generative artificial intelligence (AI) applications becoming more and more prevalent. These applications are already changing the nature of jobs, the ways in which they are performed and the ways in which people relate to their professional positions. Generative AI has evolved

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from a technological tool to a force that is fundamentally transforming work in organizations—helping to complete tasks, generate ideas, analyze information, and contribute to decision-making. This has affected the relationship of workers with their jobs and professions. The advent of generative AI in the workplace brings up crucial considerations concerning its impact on workers' professional identity, which includes a worker's sense of belonging to their profession, clarity of role, and sense of meaningfulness about their job. Used supportively, these technologies can enhance workers' feeling of competence and professional progress. In contrast, their presence may create worry or professional insecurity, if employees perceive the instruments as a danger to their jobs or a devaluation of their knowledge.

Accordingly, this study aims to examine the effect of generative AI adoption on workers' professional identity and its relationship with psychological safety and job redesign. It will test the causal relationships between generative AI adoption and each of psychological safety, job redesign, and professional identity, as well as the effect of psychological safety and job redesign on workers' professional identity. The importance of this topic stems from its combination of technological transformation on one hand and the psychological, organizational, and professional aspects of workers on the other, which can help organizations understand how to adopt generative AI in ways that strengthen rather than weaken professional identity.

Research Problem

Universities are currently undergoing a growing shift toward using generative AI applications in many academic and administrative activities, such as preparing scientific content, analyzing data, organizing work, supporting research, and developing methods of communication with students and colleagues. This shift has led to noticeable changes in the nature of academic work and the roles of those who perform it, whether faculty members or administrative staff, which may in turn affect their perception of professional identity, their sense of belonging to their profession, clarity of roles, and sense of meaning in the work they perform.

Therefore, The goal of the study is to detect the influence of the implementation of generative AI on the professional identity of workers of Iraqi universities and to define the roles of psychological safety and job redesign in this connection.

Study Objectives

The primary objective of this study is to measure the effect of generative AI adoption on the professional identity of employees in Iraqi universities.

Study Hypotheses

In light of the study problem, questions, and objectives, the following hypotheses are proposed:

Hypothesis 1: Generative artificial intelligence (AI) adoption has a statistically significant effect on the psychological safety of employees in Iraqi universities.

Hypothesis 2: The adoption of generative AI has a statistically significant effect on job redesign in universities in Iraq.

Hypothesis 3: Psychological safety has a statistically significant effect on the professional identity of employees in Iraqi universities.

Hypothesis 4: Job redesign statistically significantly affects the professional identity of employees in Iraqi universities.

Hypothesis 5: The adoption of generative AI has a significant impact on the professional identity of employees in Iraqi universities.

Chapter Two

First: Study Concepts

1- Generative AI adoption

Idris (2026) defined generative artificial intelligence as a class of AI capable of creating new content—such as text, images, and 3D models—that resembles the data on which it was trained. He noted that these models do more than produce outputs; they can reshape the practitioner's professional role from a direct executor to a guider, reviewer, and supervisor of intelligent outputs.

For the current study, generative AI adoption is defined as: the extent to which employees in Iraqi universities use generative AI tools to perform academic or administrative tasks, access, organize, and improve the quality of outputs, while adhering to responsible and ethical use of these tools.

2- Psychological safety

Edmondson (1999) describes psychological safety as a shared belief that the team is safe for interpersonal risk taking. It is a climate where people can learn, ask questions, and discuss mistakes without fear.

For the current study, psychological safety is defined as: the feeling of trust and security experienced by employees in Iraqi universities within the work environment, and their ability to express professional opinions, propose new ideas, and discuss concerns about using generative AI without fear of negative reactions.

3- Job redesign

Job redesign refers to making changes in the nature of tasks, responsibilities, and ways of performing work that lead to task redistribution, increased autonomy, reduced routine work, and job enrichment with more valuable and analytical tasks. This idea is connected to job crafting. Tims, Bakker, and Derks (2012) state that workers may adjust workplace resources and demands to suit working with their strengths and professional objectives better.

The definition of job redesign for the purpose of the present study is: the changes in the nature of academic work, as a consequence of the use of generative AI, such as changes in how tasks are performed, less time spent on routine tasks, increased autonomy, enrichment through higher-order cognitive tasks and changes in roles and responsibilities in the work environment.

4- Professional identity of employees

Salim and Abdul-Raziq (2026) defined professional identity as a concept concerning self-understanding and professional activities. They noted that it includes cognitive, skill-based, social, and ethical components that together shape an individual's professional self-image. Salim and Abdul-Raziq (2026) asserted that teachers' professional identity is affected by technological transformations and artificial intelligence; it is not limited to content knowledge or affiliation with a specialty, but also encompasses values, beliefs, attitudes, and professional aspirations that distinguish the teacher and determine professional competence.

For the present study, professional identity of employees is defined as: the sense of belonging that employees in Iraqi universities feel toward their profession and their role within the university; the clarity of their professional responsibilities; their perception of the meaning and value of their work; and their ability to adapt to technological changes without losing the sense of the importance of their professional role.

Second: Previous studies**1- Studies related to generative AI adoption and artificial intelligence****Al-Shaywi (2025), “The Role of Generative AI in Improving Quality of Work Life: Application to Pharmaceutical Companies in the Arab Republic of Egypt”**

Al-Shaywi (2025) researched the impact of generative artificial intelligence (AI) on the quality of work life of pharmaceutical firms in modern digital settings. For the study it was anticipated that generative artificial intelligence had an influence on many industries, especially the workplace. The study's results indicate that generative artificial intelligence is helping to transform established work practices and generate new opportunities for people and organizations. This is especially true in the Egyptian pharmaceutical firms, which may utilize technology to speed up mundane activities, offer intelligent solutions, and boost production and creativity. It pointed to the need to use the product in an ethical and responsible way, so that workers are not being injured. This makes the present study seeking to determine the influence that generative AI has on the professional identities of employees more significant than it would have been..

2- Studies related to psychological safety**Reich et al. (2026), “Safety First: Psychological Safety as the Key to AI Transformation” (February 2026)**

Reich et al. (2026) aimed to explore the relationship between psychological safety and the uptake and utilization of AI tools in the workplace. The study looked at the link between psychological safety and the adoption of AI in a global consulting firm. The study used survey data from 2257 employees and logistic and linear regression analyzes to examine the relationship between psychological safety and AI adoption, frequency and duration of use. The findings showed that psychological safety was not a statistically significant predictor of post-adoption usage intensity but was a statistically significant predictor of AI tool adoption. This finding supports the current study and suggests that psychological safety could be an important factor for Iraqi university employees' willingness to participate in generative AI, especially in the early stages of its implementation.

3- Studies related to job redesign**Idris (2026), “The Impact of Generative AI Models on the Architect's Creative Process”**

Idris's (2026) study aimed to analyze the multidimensional impact of generative AI models on the architect's creative process, focusing on the relationship between efficiency, creativity, and originality. This study used a critical analytical method to assess literature and evaluate the link between traditional design processes and generative AI-enhanced processes relating to time, cost, output quality and the depth of the creative process. The results shown that generative artificial intelligence may boost quantitative efficiency by reducing time and boosting the output of design options, but also brings forward issues in relation to creativity and intellectual autonomy. The study also stated that the professional job evolves from being a direct developer to a guide, reviewer and supervisor of the algorithms and their results. The study contributes to the ongoing conversation by showing how generative artificial intelligence might change professional roles and drive job redesign.

4- Studies related to professional identity**Selenko et al. (2022), “Artificial Intelligence and the Future of Work: A Functional–Identity Perspective”**

Selenko et al. (2022) aimed at explaining the effect of artificial intelligence on the future of work from a functional–identity viewpoint. They analyzed the effect of AI on the meaning of work, the role of employees and the employees' sense of their professional identity. The study provided a theoretical perspective that the influence of AI on workers goes beyond the substitution of jobs and incorporates changes in the meaning of professional roles and whether

employees regard the technology as a helping tool or as a danger to their professional identity. This study is especially relevant to the present research as it provides a direct link between artificial intelligence, the future of work and professional identity, and this was in line with the focus of the current study on the impact of generative AI adoption on the professional identity of employees in Iraqi universities.

Third: Commentary on Previous Studies

Thus, it can be concluded that the current study addresses a research gap reflected in the limited number of studies examining the relationship between generative AI adoption and employees' professional identity through psychological safety and job redesign, especially in the context of Iraqi universities. At the same time, the study offers a more integrated model that combines the technological, psychological, organizational, and professional dimensions.

Chapter Three: Study Methodology

Study Methodology

The current study relies on the descriptive-analytical approach, given its suitability for the nature of the study, which aims to describe employees' perceptions in Iraqi universities regarding generative AI adoption, psychological safety, job redesign, and professional identity, and then to analyze the relationships among these variables and test the study hypotheses.

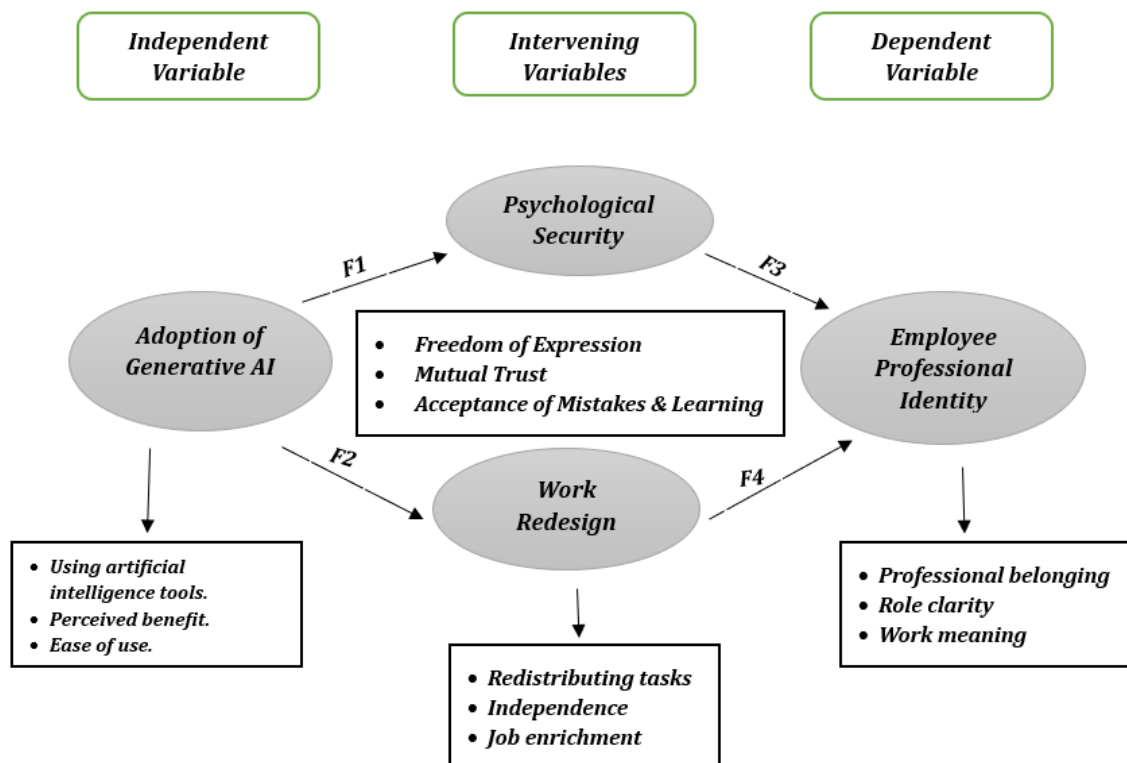


Figure (1): Study Model

Study Community

The study community consists of employees in Iraqi universities, including both faculty members and administrative staff. Since accurate and specific data on the total number of employees in the universities under study are not available, the study community was treated as an unknown-size population.

Study Sample

The study used a random convenience sample of workers at Iraqi universities due to the enormous size of the study community and the lack of a statistical framework that defines the total number of employees in all Iraqi public and private institutions. The questionnaire was distributed to a number of employees at Iraqi institutions including faculty members, administrative personnel, and researchers or research assistants who have knowledge of or experience with generative AI applications in the university work environment.

A total of 350 questionnaires were received. Excluding 28 incomplete or invalid questions, the number of questionnaires appropriate for statistical analysis was 322. This sample was utilized for testing the study hypotheses by utilizing the SPSS software..

Distribution Table of the Study Sample

Table (1): Distribution of Sample Members by Gender

Gender Frequency Percentage		
Male	174	54.0%
Female	148	46.0%
Total	322	100%

Table (2): Distribution of Sample Members by Age Group

Age Group Frequency Percentage		
Under 30 years	64	19.9%
30–39 years	118	36.6%
40–49 years	84	26.1%
50 years and over	56	17.4%
Total	322	100%

Table (3): Distribution of Sample Members by Academic Qualification

Academic Qualification Frequency Percentage		
Bachelor's degree	111	34.5%
Master's degree	107	33.2%
Doctorate (PhD)	94	29.2%
Other	10	3.1%
Total	322	100%

Table (4): Distribution of Sample Members by Type of Work

Type of Work	Frequency	Percentage
Faculty member (academic)	141	43.8%
Administrative staff	141	43.8%
Researcher / Research assistant	24	7.5%
Other	16	5.0%
Total	322	100%

Table (5): Distribution of Sample Members by Years of Experience

Years of Experience	Frequency	Percentage
Less than 5 years	67	20.8%
5–10 years	96	29.8%
11–15 years	75	23.3%
More than 15 years	84	26.1%
Total	322	100%

Table (6): Distribution of Sample Members by Type of University

Type of University	Frequency	Percentage
Public	238	73.9%
Private	84	26.1%
Total	322	100%

Table (7): Distribution of Sample Members by Level of Generative AI Use

Level of AI Use	Frequency	Percentage
Do not use	25	7.8%
Low	79	24.5%
Moderate	134	41.6%
High	84	26.1%
Total	322	100%

Data Collection Tool

The major instrument for data collection in the study was the questionnaire. The questionnaire was designed in the light of the study factors i.e. generative AI adoption, psychological safety, work redesign and professional identity. Respondent replies were rated on a five-point Likert scale.

Judges' Validation and Pilot Study

The initial version of the questionnaire was given to a group of judges specializing in management, human resources and research methodologies, to guaranty the apparent validity and the content validity of the study instrument. Their role was to look into the applicability of the statements to the research variables, the clarity of the phrasing, the accuracy of the language, and non-overlap / repetition of items. The judges' remarks were accepted after certain formulations were adapted, some assertions were simplified, and the fact that each item is relevant to the domain to which it belongs was confirmed.

A brief pilot study of the questionnaire was also conducted on a handful of workers of Iraqi universities not included in the main research population. This was done to ensure clarity and simplicity of comprehension of the items, estimate the time required to answer them, and certify that there are no issues in completion of the questionnaire. The results of the pilot application indicated that the questionnaire items were clear and appropriate for the nature of the sample members. Accordingly, the questionnaire was adopted in its final form and distributed to the main study sample.

Statistical Methods Used

Data were analyzed using the SPSS program through the following methods: Cronbach's alpha coefficient to measure the reliability of the study instrument; frequencies and percentages to describe sample characteristics; arithmetic means and standard deviations to measure the tendencies of sample members; Pearson correlation coefficient to measure the relationship between variables; and regression analysis to test the study hypotheses.

Testing Data for Normal Distribution

Before testing the study hypotheses, the extent of closeness of the data of the study variables to the normal distribution was examined by calculating the skewness and kurtosis coefficients for the means of the main variables, namely: generative AI adoption, psychological safety, job redesign, and professional identity of employees.

A distribution is considered close to normal if the values of the skewness and kurtosis coefficients mostly fall between ± 1 , which indicates that there is no severe deviation in the distribution of the data.

Table (8): Skewness and Kurtosis Coefficients for the Study Variables

Variable	Mean	Standard Deviation	Skewness	Kurtosis
Generative AI Adoption	3.774	0.515	-0.242	-0.225
Psychological Safety	3.602	0.539	-0.086	-0.357
Job Redesign	3.656	0.516	-0.046	-0.099
Professional Identity of Employees	3.879	0.553	-0.257	-0.346

Source: Processed by researchers based on the results of statistical analysis with SPSS program.

Table (8) shows that the skewness coefficients for all study variables ranged between -0.257 and -0.046 , which are within statistically acceptable limits. This indicates that the data distribution does not suffer from severe skewness. The kurtosis coefficients were between -0.357 and -0.099 which is likewise within the permitted range. This shows that the data distribution is near to normal and there is no fundamental fault in the form of the distribution of the research variables.

Sources for Constructing the Study Instrument

The study instrument was developed based on the theoretical framework and prior studies connected to the study variables; generative AI adoption, psychological safety, job redesign, and professional identity of employees. The statements for the generative AI adoption domain were derived from the literature on the usage of generative AI applications in the work environment and higher education including simplicity of use, perceived utility, performance support, and responsible use. The psychological safety domain statements were created from the appropriate literature, notably in relation to freedom of speech, exchanging ideas, discussing errors and professional issues without fear of negative consequences.

The final questionnaire consisted of two key parts. The first part contained the demographic data of the sample members including gender, age, academic qualification, kind of employment, years of experience, type of university, and level of generative AI use. The second half contained the measurement statements of the study variables, which was made of 32 statements that were spread among four domains of the study variables, namely, generative AI adoption, psychological safety, work redesign, and professional identity of employees. The respondents' responses were assessed on a five-point Likert scale from (1) "Strongly Disagree" to (5) "Strongly Agree."

Validity and Reliability Testing of the Study Instrument

After confirming that the data were suitable for statistical analysis, the validity and reliability of the study instrument were tested. Corrected item–total correlation coefficients between each statement and the total score of the domain to which it belongs were calculated to ensure internal consistency of the statements. Cronbach's alpha coefficient was also used to verify the reliability of each questionnaire domain.

A corrected item–total correlation is generally considered acceptable if it exceeds 0.30, and Cronbach's alpha is considered acceptable if it reaches 0.70 or higher in social and humanistic studies. The following presents the validity and reliability results for each of the study variables.

Table (9): Validity and Reliability for the Generative AI Adoption Domain

No.	Statement	Corrected Total Correlation	Item– Cronbach's Alpha (if item removed)
1	I use generative AI tools to perform academic or administrative tasks related to my university work.	0.569	0.773
2	Generative AI tools help me access and organize information more efficiently.	0.539	0.778
3	I believe that using generative AI contributes to improving the quality of the academic or administrative outputs I provide.	0.585	0.772
4	I have sufficient ability to use generative AI tools in a way that fits the nature of my work.	0.561	0.774
5	Generative AI tools are compatible with the requirements of the university work I perform.	0.520	0.781
6	The university provides support or guidance that helps employees use generative AI tools appropriately.	0.443	0.794
7	I am committed to the responsible and ethical use of generative AI tools when performing my tasks.	0.422	0.794

No. Statement	Corrected Total Correlation	Item– Cronbach's Alpha (if item removed)
8 I believe that adopting generative AI has become necessary to keep up with developments in the higher education environment.	0.497	0.785
Cronbach's Alpha for the Domain		0.803

Table (10): Validity and Reliability for the Psychological Safety Domain

No. Statement	Corrected Total Correlation	Item– Cronbach's Alpha (if item removed)
9 I feel able to express my professional opinions within the university work environment without fear of negative reactions.	0.577	0.769
10 I can propose new ideas about work development or the use of modern technologies without feeling embarrassed.	0.478	0.784
11 Management or colleagues treat professional errors as opportunities for learning and improvement, not as a cause for punishment.	0.509	0.779
12 I can clearly discuss my concerns related to using generative AI within the work environment.	0.513	0.779
13 There is an appropriate level of trust and mutual respect among employees in the university.	0.465	0.786
14 I feel that the university work environment encourages open dialogue about technological changes and their impact on employees.	0.552	0.773
15 When I face difficulty in using new tools, I can ask for help without fear of being seen as less competent.	0.524	0.777
16 The university supports the sharing of different opinions when introducing new technologies or work methods.	0.471	0.785
Cronbach's Alpha for the Domain		0.801

Table (11): Validity and Reliability for the Job Redesign Domain

No. Statement	Corrected Total Correlation	Item– Cronbach's Alpha (if item removed)
17 The use of generative AI has led to changes in the way some tasks are performed in my university work.	0.504	0.782
18 Generative AI tools have helped reduce the time spent on some routine or repetitive tasks.	0.569	0.772
19 The use of these tools has provided me with greater scope to focus on analytical or creative tasks.	0.517	0.780
20 The use of generative AI has increased my autonomy in organizing my work and making professional decisions.	0.435	0.792

No.	Statement	Corrected Total Correlation	Item– Cronbach's Alpha (if item removed)
21	Generative AI tools have contributed to redistributing some tasks between employees and technology.	0.563	0.772
22	University work now requires new skills as a result of introducing generative AI tools.	0.479	0.785
23	The use of generative AI has enriched the nature of my work with tasks of higher knowledge value.	0.532	0.777
24	Introducing generative AI tools has increased the need to redefine responsibilities and roles within the work environment.	0.504	0.782
Cronbach's Alpha for the Domain			0.802

Table (12): Validity and Reliability for the Professional Identity of Employees Domain

No.	Statement	Corrected Total Correlation	Item– Cronbach's Alpha (if item removed)
25	I feel a strong sense of belonging to my profession and my role within the university.	0.592	0.828
26	I have sufficient clarity about the nature of my professional role and responsibilities in the university work environment.	0.566	0.830
27	I feel that my university work remains meaningful and valuable despite recent technological changes.	0.566	0.830
28	I am proud of my professional identity and the expertise I possess in my field of work.	0.563	0.831
29	I believe that using generative AI can support my professional development and does not reduce my importance.	0.628	0.822
30	I feel that my profession within the university grants me a clear professional and social status.	0.545	0.833
31	I can adapt to technological changes without losing my sense of the value of my professional role.	0.663	0.818
32	Using modern technologies enhances my perception of the importance of continuously developing myself and my professional skills.	0.535	0.834
Cronbach's Alpha for the Domain			0.846

Table (13): Summary of Reliability Coefficients for the Study Domains

Study Variable	Number of Items	Cronbach's Alpha	Reliability Level
Generative AI Adoption	8	0.803	Good
Psychological Safety	8	0.801	Good
Job Redesign	8	0.802	Good
Professional Identity of Employees	8	0.846	High
Total Questionnaire	32	0.890	High

Table (13) reveals that the Cronbach's alpha values for all domains of the investigation are greater than the statistically admissible level of 0.70. The dependability coefficient for the generative AI adoption domain was 0.803, for psychological safety 0.801 and for job redesign 0.802, while the coefficient for the professional identity of workers domain was 0.846. The Cronbach's alpha for the whole questionnaire was 0.890 which is a high number suggesting that the study instrument has strong reliability and internal consistency. This enables the instrument to be used to carry out the statistical analysis and test the hypotheses of the research.

Correlation Matrix among the Study Variables

The study instrument was confirmed for its validity and reliability. The nature of links among the study variables was assessed by Pearson's correlation coefficient. This test seeks to find out the direction and intensity of the correlations between the adoption of generative AI, psychological safety, work redesign, and professional identity of employees in Iraqi universities.

Table (14): Pearson Correlation Matrix among the Study Variables

Variable	Generative Adoption	AI Psychological Safety	Job Redesign	Professional Identity of Employees
Generative AI Adoption	1.000	—	—	—
Psychological Safety	0.316	1.000	—	—
Job Redesign	0.504	0.213	1.000	—
Professional Identity of Employees	0.410	0.367	0.371	1.000

All correlation coefficients are statistically significant at the 0.01 level.

Table (14) indicates a positive correlation between all the research variables, showing that the connection between the variables in the model is in the predicted direction. Also, all the correlation coefficients are statistically significant at the level of 0.01 indicating presence of significant correlations between variables in the research.

Thus, the correlation matrix results provide early support for the logic of the research model, as all associations are positive and statistically significant. This provides the basis for further testing of the hypotheses of the research via regression analysis.

Chapter Four:**Results and Discussion**

After completing the normality test, verifying the validity and reliability of the study instrument, and presenting the correlation matrix among the study variables, this section tests the study hypotheses using simple linear regression analysis. The purpose of regression analysis is to identify the effect of the independent variable on the dependent variable or related variables, through the regression coefficient, the coefficient of determination (R^2), the F-test value, the t-value, and the statistical significance level.

The hypothesis tests were based on the mean scores of the study domains extracted from the data file, namely: generative AI adoption, psychological safety, job redesign, and professional identity of employees.

First: Testing the First Hypothesis

The first hypothesis states:

There is a statistically significant effect of generative AI adoption on the psychological safety of employees in Iraqi universities.

To verify this hypothesis, simple linear regression analysis was used, with generative AI adoption as the independent variable and psychological safety as the dependent variable.

Table (15): Results of Regression Analysis for the Effect of Generative AI Adoption on Psychological Safety

Independent Variable	Dependent Variable	Regression Coefficient (B)	Standardized Coefficient (β)	R	R^2	F-value	t-value	Sig. (p)	Hypothesis Result
Generative Adoption	AI Psychological Safety	0.330	0.316	0.316	0.100	35.452	5.954	0.000	Hypothesis Accepted

Source: Processed by researchers based on the results of statistical analysis with SPSS program.

Interpretation of the first hypothesis results

Table No. (15) shows that the correlation coefficient between reliance on generative artificial intelligence and psychological safety reached $R = 0.316$, a positive value indicating a direct relationship between the two variables. The coefficient of determination reached $R^2 = 0.100$, which means that reliance on generative artificial intelligence explains 10.0% of the variance in psychological safety among employees at Iraqi universities, while the remaining percentage is attributable to other factors not included in the current model.

The F test value = 35.452 at Sig. = 0.000 shows that the regression model as a whole is statistically significant. The t test value = 5.954 is also statistically significant at a significance level less than 0.05. Accordingly, the first hypothesis is accepted, which states that there is a statistically significant effect of reliance on generative artificial intelligence on the psychological safety of employees at Iraqi universities.

Discussion of the first hypothesis in light of previous studies

This conclusion is consistent with Edmondson (1999) who reported that psychological safety refers to team members' belief that the work environment is safe for interpersonal risk-taking and is related to learning and behaviors that enable asking questions and sharing mistakes without fear. The increased use of generative AI is not inherently an improvement in psychological safety but may promote it when it is embedded in an environment that allows for experimentation, asking for help, and learning from mistakes.

Second: Testing the second hypothesis

The second hypothesis states that:

There is a statistically significant effect of reliance on generative artificial intelligence on job redesign for employees at Iraqi universities.

To verify this hypothesis, simple linear regression analysis was used, where reliance on generative AI represents the independent variable while job redesign represents the dependent variable.

Table No. (16) Results of the regression analysis for the effect of reliance on generative artificial intelligence on job redesign

Independent Variable	Dependent Variable	Regression Coefficient B	Beta Coefficient	R Value	R ² Value	F Value	T Value	Sig.	Hypothesis Result
Generative AI Adoption	Job Redesign	0.504	0.504	0.504	0.254	109.084	10.444	0.000	Hypothesis Accepted

Source: Processed by researchers based on the results of statistical analysis with SPSS program.

Interpretation of the second hypothesis results

Table No. (16) shows that the correlation coefficient between reliance on generative artificial intelligence and job redesign reached $R = 0.504$, a positive value indicating a moderate positive relationship between the two variables. The coefficient of determination $R^2 = 0.254$ means that reliance on generative artificial intelligence explains 25.4% of the variance in job redesign among employees at Iraqi universities, while the remaining percentage is attributable to other factors not included in the current regression model.

The F test value = 109.084 at Sig. = 0.000 shows that the regression model as a whole is statistically significant. The t test value = 10.444 is also statistically significant at a significance level less than 0.05. Accordingly, the second hypothesis is accepted, which states that there is a statistically significant effect of reliance on generative artificial intelligence on job redesign for employees at Iraqi universities.

Discussion of the second hypothesis in light of previous studies

This finding is in line with Al-Shiyawi (2025) who studied the function of generative AI in enhancing the quality of work-life and reported that generative AI helps to speed up regular activities, gives intelligent solutions, and increases productivity and innovation at work. The study also showed that these technologies were combined with traditional work approaches and created new opportunities for workers and businesses. These findings confirm the result of the current study that job redesign in Iraqi universities is reflected in less repetitive labor and more room for duties of higher cognitive worth ..

Third: Testing the third hypothesis**The third hypothesis states that:**

There is a statistically significant effect of psychological safety on the professional identity of employees at Iraqi universities.

To verify this hypothesis, simple linear regression analysis was used, where psychological safety represents the independent variable while employees' professional identity represents the dependent variable.

Table No. (17) Results of the regression analysis for the effect of psychological safety on employees' professional identity

Variable (Independent Dependent) ->	B (Regression coefficient)	Beta (standardized)	R	R ²	F	t	Sig. (p- value)	Hypothesis result
Psychological safety -> Professional identity of employees	0.377	0.367	0.367	0.135	49.925	7.066	0.000	Accept the hypothesis

Source: Prepared by the researcher based on statistical analysis results using SPSS.

Table No. (17) shows that the correlation coefficient between psychological safety and the professional identity of employees reached $R = 0.367$, a positive value indicating a direct (positive) relationship between the two variables. The coefficient of determination $R^2 = 0.135$ means that psychological safety explains 13.5% of the variance in the professional identity of employees in Iraqi universities, while the remaining percentage is attributable to other factors not included in the current regression model.

The F test value = 49.925 at Sig. = 0.000 shows that the regression model as a whole is statistically significant. The t test value = 7.066 is statistically significant at a significance level below 0.05. Accordingly, the third hypothesis is accepted: psychological safety has a statistically significant effect on employees' professional identity in Iraqi universities.

Discussion of the third hypothesis result in light of previous studies

This result is in line with Edmondson's (1999) theoretical framework on psychological safety, which describes the concept of psychological safety in work teams as the feeling of individuals that the work environment is safe for interpersonal risk-taking and asking questions, discussing errors and requesting help without the fear of embarrassment or punishment. Therefore, university faculty with more psychological safety are better equipped to defend their professional identity against technological change, since they regard change not as an immediate danger, but as a chance for learning and professional growth.

Fourth: Testing the fourth hypothesis

The fourth hypothesis states:

There is a statistically significant effect of work redesign on the professional identity of employees in Iraqi universities.

To test this hypothesis, simple linear regression analysis was used, where work redesign is the independent variable and employees' professional identity is the dependent variable.

Table No. (18) Results of the regression analysis of the effect of work redesign on employees' professional identity

Variable (Independent - > Dependent)	B (Regression coefficient)	Beta (standardized)	R	R ²	F	t	Sig. (p- value)	Hypothesis result
Work redesign - > Professional identity of employees	0.398	0.371	0.371	0.138	51.075	7.147	0.000	Accept the hypothesis

Source: Processed by researchers based on the results of statistical analysis with SPSS program.

Table No. (18) shows that the correlation coefficient between work redesign and employees' professional identity is $R = 0.371$, a positive value indicating a direct relationship between the two variables. The coefficient of determination $R^2 = 0.138$ means that work redesign explains 13.8% of the variance in employees' professional identity in Iraqi universities, while the remaining percentage is attributable to other factors not included in the current regression model.

The F test value = 51.075 at Sig. = 0.000 shows that the regression model as a whole is statistically significant. The t test value = 7.147 is statistically significant at a significance level below 0.05. Accordingly, the fourth hypothesis is accepted.

Discussion of the fourth hypothesis result in light of previous studies

This finding is consistent with Selenko et al. (2022), who presented a functional–identity perspective on AI's impact on the future of work, showing that AI's effect on workers' identity depends on how it is integrated: if used as a complementary tool or to create higher-value tasks, it can support workers' professional self-understanding; if used as a replacement that reduces job quality or threatens human roles, it may produce negative psychological and professional effects. This aligns with the current study's result that work redesign positively affects professional identity, albeit to a moderate extent, implying that positive effects require conscious organizational management of technology implementation.

Fifth: Testing the fifth hypothesis

The fifth hypothesis states:

There is a statistically significant effect of generative AI adoption on the professional identity of employees in Iraqi universities.

To test this hypothesis, simple linear regression analysis was used, where generative AI adoption is the independent variable and employees' professional identity is the dependent variable.

Table No. (19): Results of the regression analysis of the effect of generative AI adoption on employees' professional identity

Variable (Independent -> Dependent)	B (Regression coefficient)	Beta (standardized)	R	R ²	F	t	Sig. (p-value)	Hypothesis result
Generative AI adoption -> Professional identity of employees	0.440	0.410	0.410	0.168	64.654	8.041	0.000	Accept the hypothesis

Source: Processed by researchers based on the results of statistical analysis with SPSS program.

As shown in Table No. (19), the correlation coefficient between the adoption of generative AI and the professional identity of employees is $R = 0.410$, a positive value showing the existence of a moderate direct link between the two variables. The coefficient of determination $R^2 = 0.168$, which suggests that generative AI usage explains 16.8% of the variation in employees' professional identity in Iraqi institutions. The rest percentage is due to other factors that are not included in the present regression model.

The F test score = 64.654 at Sig. = 0.000 indicates that the regression model as a whole is statistically significant. t test result = 8.041 statistically significant at significance level less than 0.05 Therefore, the fifth hypothesis is accepted, generative AI adoption has a statistically significant influence on employees' professional identity at Iraqi universities.

Discussion of the fifth hypothesis result in light of previous studies

This is in line with the findings of Salim and Abdel-Razek (2026) who stressed that AI causes certain changes in the teacher's function, from a transmitter of information to a guide, creator and assessor of smart learning environments. The study also found that within the framework of AI the enhancement of professional identity involves the development of professional abilities, the support of autonomy and self-confidence and the ongoing adaptation to technological changes. This finding is in line with the present study, which found that the adoption of generative AI has a beneficial impact on professional identity, because using technology may aid university faculty re-imagine their positions in more progressive and less frightening ways.

Conclusion

The present study examined the effect of generative artificial intelligence (AI) adoption on the professional identity of employees in Iraqi universities, by investigating the relationships among generative AI adoption, psychological safety, work redesign, and employees' professional identity. The significance of the study stems from the growing presence of generative AI tools in higher-education environments and the associated shifts in task nature, employee roles, and how staff perceive the value and status of their work within the university.

Results

The study reached several conclusions, the most important of which are:

1. Generative AI adoption in Iraqi universities is positively associated with employees' professional identity. Using these tools can enhance employees' sense of the value of their professional roles when they are employed as supportive instruments rather than replacements for the human role.
2. The results demonstrated that the use of generative AI influences the psychological safety of employees, suggesting that current technology can help staff feel more confident and capable in addressing new job requirements, especially when combined with company support and explicit instruction.

3. The study concluded that adoption of generative AI helps to work redesign via altering how some jobs are done, decreasing regular labor, raising the demand for new skills, and reallocating some duties between workers and technology.
4. The results showed that psychological safety has a positive effect on the professional identity of employees. Environments that encourage dialog, exchange of ideas, acceptance of mistakes and discussion of professional issues, increase feelings of professional belonging and role clarity.

Recommendations

Based on the data, the study suggests the following:

1. Iraqi institutions should establish explicit rules on employing generative AI technologies for academic and administrative work, including areas of usage, ethical controls, and employees' obligations while using these tools.
2. Offer continual training sessions for university personnel on the appropriate and ethical use of generative AI tools, highlighting how these tools may be utilized to enhance the quality of work rather than replace the professional functions of staff members.
3. Foster a psychologically safe atmosphere in the university workplace by promoting open communication, tolerating different perspectives, and creating an environment where staff may voice concerns about the employment of AI without fear of retribution or judgment of their competence.
4. Redesign some of the academic and administrative responsibilities to create integration in staff and technology, by cutting mundane work and diverting personnel to more analytical, creative and cognitively rewarding jobs.
5. The text should focus on the ethical issues of generative AI use at universities, especially in relation to academic integrity, data privacy, intellectual property rights, and the accountability of employees for outputs produced by these technologies.
6. Suggest further research on the effect of generative AI on other factors at the universities such as job satisfaction, organizational commitment, quality of work life, administrative creativity, and academic success.
7. Further comparative studies between public and private colleges in Iraq should be conducted to explore the disparities in the amount of generative AI adoption and its impact on personnel, which will assist decision-makers establish policies more appropriate for each kind of institution.

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