

The Future of Work in Education: How AI is Reshaping HR Roles

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ABSTRACT

Artificial Intelligence (AI) revolutionises educational organisations and Human Resource (HR) management. This study examines how artificial intelligence reshapes HR functions in educational environments, highlighting emerging efficiencies, new trends, challenges and ethics. This research focuses on four case studies on how to use AI for acceptance and implementation and their influence across HR functions. Findings reveal that AI impacts training and development (T&D) through technology and automation in the learning process. T&D is one of the most significant functions of HR. In contrast, administrative functions and Human Resource forecasting are less affected due to implementation barriers, resource availability and ethical issues. Additionally, the study highlights the importance of sufficient budget, technological setup, and skill development for the proper implementation of AI in schools. The paper also emphasises data privacy as an ethical issue that protects and responsibly handles personal information, especially for students and employees. The study suggests a theoretical framework to support HR practice in the most competitive and technologically advanced ways. Practically, using AI in education is achievable if institutions create education policies, protect data, invest in education, and encourage data-driven policy-making and unbiased and objective decisions.

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INTRODUCTION

Artificial intelligence (AI) is increasingly reinventing organisational practices through automation of repetitive tasks, timely decisions based on the efficient operations of information (data). The education sector is no exception. Educational institutions are increasingly using technologies embedded with AI in teaching, administration and Human Resources (HR) Management. Even though investigations have been made about the function of AI in education and finding out its effects on HR functions in educational institutions are nonetheless somewhat under-researched. From hiring and training to managing teams and streamlining HR processes, AI can transform these core functions, making them more efficient and effective. HR departments have various responsibilities concerning recruiting, developing, managing, and retaining employees, and AI can change the game for all of these with automation, predictive analytics, and intelligent decision support systems.

AI use in HR can offer educational institutions chances to build improvements to effectiveness, develop employees and assist with information-driven staffing preparation. AI in HR can grant schools chances to build enhancements to productivity, bolster worker improvement, and support information-driven staffing arranging. The opportunities come with challenges in the areas of technological investment, employees' readiness, organisational capabilities and ethics. Specifically, issues of data privacy, algorithmic bias, transparency and responsible use of information about employees and students are important considerations. Considering the impact of Artificial Intelligence on HR in educational institutions is essential to understand the advantages, as well as the threats and dangers it poses.

Although AI has started to change the contours of education, there has been less focus on how AI affects HR-related roles within schools. Specifically, a distinction between AI applications that are directly assisting in HR tasks and AI applications that serve education tasks primarily is needed. This study does this by investigating four educational case studies and comparing the linkages between AI and Training and Development and Administration, and HR forecasting. The research delves into the organisational and ethical factors that shape the implementation of AI, such as technological readiness, funding challenges, staff preparedness, data privacy concerns, and algorithmic bias. This integration seeks to illuminate the multifaceted nature of AI and its impact in the realm of HRM within the education sector, while also drawing forth a theoretical model for responsible and effective use of AI in educational HRM actions.

Background

A business' success is dependent on the performance of its stakeholders. An employee, as an internal stakeholder (Greenwood & Anderson, 2009), plays a crucial part in carrying out operations of business successfully and efficiently. Any business's sole purpose is to cater for its customers at its best, and employees are the ones who have direct contact with customers. As the business grows, so its operations, and to ensure effective and smooth operations, a business needs to adapt advance technology which would support its employees, eventually to accommodate more customers in future.

The same goes for educational institutes; professors, students, administration, faculty and others are internal stakeholders, which mean key HR of an alma mater, and managing them is the key purpose. In order to manage HR, organisations follow HRM. According to Ahammad (2017), HRM functions focus on the people side of management suggests practices which help to deal with people. HRM functions include Recruitment, Training and development, Performance appraisal, Compensation, Employee retention, Conflict management and HR forecasting. These functions are briefly explained and discussed in the literature review.

Traditional HRM Practices in Educational Institutes

The traditional HRM practices in educational institutes were more operational and more labour-intensive, such as maintaining attendance registers, manual grading systems, paper-based record-keeping in the administration department, professors' training under senior professors and so on. According to Milon et al. (2022), traditional HRM practices make it difficult for managers to effectively apply HRM functions as they have no digital linkage.

The drawbacks of traditional HRM practices are: first, it was time-consuming, as it was manual and less reliable as it didn't require computational tasks. But as time passes, technological advancements are spreading all over the world, making it more efficient and more reliable.

Modern HRM Practices in Educational Institutes

(The Advent of AI)

The modern HRM practices in educational institutes are more forward-thinking, such as adapting emerging technologies. According to Duke and Udono (2012), modern HRM practices expect higher employee performance in comparison to traditional HRM practices.

AI has been introduced in schools, colleges and universities as well, replacing traditional HR practices competently. AI technology can do various tasks of the HR department efficiently, like resume screening, taking aptitude tests, and also leaving a significant impact on training and development in HR. AI can help professors to make lesson plans for students; it can also speed up the application process of the administration department and also can automate routine tasks such as maintaining attendance and tracking the grading system.

Research Problem

The field of education is not exempt from the implementation of tools that would be considered Artificial Intelligence (AI) tools to make decisions in various education sectors. Traditional educational institutions have long held to outdated, manual processes of Human Resource Management (HRM), such as handwritten attendance sheets, paper-based record keeping, manual employee record keeping and similar routine tasks, which are highly inefficient and labour-intensive. Some of these tasks can be automated with AI-powered technologies and facilitate more data-driven HR practices. An upswing in the adoption of AI, however, comes with its own set of challenges, chief among them being algorithmic bias, data quality, transparency, and ethical decision-making.

One big fear is that machine learning models may be based on past data sets. If these data are incomplete, unrepresentative, or discriminatory in history, then AI systems can perpetuate or exaggerate said inequality or generate unfair results. To address algorithmic bias, it's important to implement suitable technical and organisational solutions, such as representative and quality data sets, testing models, identifying bias, frequent auditing, transparency tools and human supervision. The financial investments are not sufficient to implement these measures.

However, capital investment and technology can be significant enablers in helping to meet these challenges. Investment can help develop trustworthy AI infrastructure, gain access to quality and representative datasets, recruit and train AI-skilled workers, conduct independent algorithmic audits, establish data governance systems, and monitor the systems continuously. Funding should therefore be considered as a means to provide institutions with the resources to implement effective bias-mitigation and governance measures, and not as a cure-all for algorithmic bias.

The research question thus becomes how educational institutions can implement HR practices with AI, while also aligning ethical judgment, transparency, being mindful of data privacy and dealing with algorithmic bias at the same time, in light of the constraints of infrastructure. To secure effective and equitable HR

practices in the education sector, it is crucial to grasp the connection between the capabilities of a technology, the resources of an organisation, and the principles of responsible governance of AI.

Another challenge is that there is not yet a high degree of consensus about which HRM activities in schools are impacted most strongly by the use of AI, or about how they are impacted in different kinds of schools. The use of AI can help train and develop employees, enable administrative functions and processes, and aid in hiring and other workforce planning activities—but it doesn't always relate to the same level of or type of HRM transformation. AI tools designed to interact with students clearly differ from other HR tools in terms of intended use and impact, as well as the users involved and the organisational outcome. As a result, this research will specifically look at four educational case studies to illustrate the various uses of AI tools across the applicable HRM functions, identify which functions were impacted by AI and explore the organisational and ethical implications. Through this particular comparison, students will gain insight into the potential of AI in HRM that does not overlap with the instructional role.

Significance of Study

The main contribution of this study is that it seeks to analyse the transformative impact of Artificial Intelligence (AI) on the careers of Human Resources (HR) in educational institutions across the cases. We are not looking at the influence of any one institution but rather four case studies to reveal commonalities and distinctions among the uptake and use of AI in four HR functions. By casting a comparative lens on the impacts of AI across sectors like training and development, administration, workforce planning, and HR decision-making, the comparative approach offers a more comprehensive understanding.

The study fills a gap in the literature since, to date, the impact of AI in the field of HR in education has received a relatively small focus. It delves into the promise of automation through AI and its potential efficiency gains, as well as the organisational, technological, and ethical considerations that could impact its use. The findings of the cross-case analysis thus add to the insights gained from the study and can provide a richer understanding of the circumstances in which AI can help to improve HR - related practices that are effective and competitive.

Policy-wise, the study's results can help policymakers from education and HR communities recognise the opportunities to use artificial intelligence and be mindful when investing, training staff, respecting data privacy, and making informed decisions. Moreover, this study suggests a theoretical framework by incorporating the factors, which also serve as a basis for further empirical

research for the use of AI in HR practices in the education sector.

LITERATURE REVIEW

The literature review follows sequentially; first, it explains AI, HRM and then AI in HRM, supported by material supporting AI HRM in educational institutes.

Artificial Intelligence (AI)

The term Artificial Intelligence (AI) was first coined in 1956, and since World War II, it has been the most researched area by scholars (Cavaliere et al., 2021). AI can be defined as the simulated intellect of machines or computers which require the intelligence humans possess (Zhai, 2021) to understand, learn and solve problems. AI can be divided into two basic sub-divisions:

Narrow Artificial Intelligence (NAI)

As the name suggests, it has narrow limits or capabilities to perform tasks (Sabry, 2023) such as speech assistants, recommendation configuration and photo recognition.

General Artificial Intelligence (GAI)

As the name depicts, it encompasses general capabilities to perform tasks as humans do. This domain is in the theoretical phase till now and is under observation; however, ChatGPT is becoming prominent and apparent general artificial intelligence (Amin et al., 2023) nowadays.

Table 1.
AI Basic Sub-Divisions

S.no	AI basic sub-divisions
i.	Narrow Artificial Intelligence (NAI)
ii.	General Artificial Intelligence (GAI)

Resource: Prepared by researcher

Explanation: The above table shows basic sub-divisions of AI, which are briefly explained earlier. The other sub-fields include super AI, reactive machine, theory of mind, limited memory and self-awareness.

It is nearly impossible to even think of life without AI, as it has been accepted and implemented in almost all sectors (Jain & Barik, 2023). Businesses around the globe are actively implementing artificial intelligence in their business

operations, as it saves time and is efficient and objective. Narrow artificial intelligence is widely implemented in businesses as AI FAQs (frequently asked questions). When a customer visits a website, a Chatbot appears to answer the most frequently asked questions by customers. The company doesn't have to hire an employee for 24/7 to answer the query; instead, it adapts and implements chatbots. Another NAI has been widely used by businesses, and it is a recommended configuration. It is used by Netflix, YouTube and other popular social media platforms, as it configures user data to suggest likely recommendations based on likes and dislikes.

AI technology is not only acknowledged by businesses but accepted by customers as well, as it is user-friendly. ChatGPT is an AI powered Chatbot which communicates with its users, answers queries, and writes content on any topic. Moreover, the voice assistants in mobile phones are also a noteworthy example of user-friendly AI, where users just take out their phones, give commands to a mobile, and their virtual assistants are ready to respond to them.

The journey of AI has just begun; we haven't created machines only, but we have shaped our tomorrow.

Human Resource Management (HRM)

A business's key stakeholders are its employees, and managing them should be a priority. HRM does matter (Huselid, 1995) as people are considered the most valuable asset of any business.

HRM is a significant organisational resource (Deb, 2006) and a strategic approach which ensures a business's operations function smoothly and efficiently. Humans are taken as a resource which generates capital; if managed appropriately and to manage them, a defined strategy is followed, which is then divided into HRM functions. It includes the following:

Recruitment

In HRM, the HR specialist has an influential role regarding recruitment (Hsu & Leat, 2000); it is responsible for pooling talent by providing job openings, scheduling interviews, selection and evaluation and then hiring and training.

Training and development

The second function is training, which is indispensable (Edralin, 2004) after hiring, it includes providing supportive material, sharing expertise and skills and working under the supervision of seniors to ensure the employee is learning

competently and professionally.

Performance appraisal

After training, here comes the performance appraisal, which is mostly done by line managers (Farndale & Kelliher, 2013). In order to keep them motivated, it is equally important and necessary to evaluate, review and appreciate their effort.

Compensation

Compensation affects employees' attitudes and behaviours (Gupta & Shaw, 2014) as it comes with monetary benefits. While performance appraisal is considered a non-monetary benefit, here comes the compensation is considered a monetary benefit, such as salary, bonuses and other incentives. Businesses make sure the compensation is market competitive.

Employee retention

According to (Aldamoe et al., 2012) employee retention is a voluntary effort by any organisation to provide an environment which tends to keep or retain employees for a long period. Timely performance appraisal and market-competitive compensation will eventually help in employee retention for the long term.

Conflict management

According to Roche et al. (2014), conflict management has been under-theorised; that means this area has not been researched enough to develop a theory, so to resolve conflicts, it is necessary to observe the practices of real-world examples. For instance, if employee retention is declining, even after satisfying them with monetary and non-monetary benefits, try to focus on the workplace environment. If there's any conflict between employees, try to resolve it firsthand.

HR forecasting

The last HRM function is forecasting. According to Sutanto (2000), forecasting helps to match the requirements of employees. It is about predicting and analysing the future needs of organization about employees recruiting, training or redistributing responsibilities.

Table 2.
HRM Functions

S.no	HRM Functions
i.	Recruitment
ii.	Training and development
iii.	Performance appraisal
iv.	Compensation
v.	Employee retention
vi.	Conflict management
vii.	HR forecasting

Resource: Prepared by researcher

Explanation: The table shows basic HRM functions which have been discussed and explained earlier.

AI Applications in Educational Institutions and Their Relevance to HRM

A total of four case studies were explored to understand the involvement of AI in educational institutions and its application for HRM. The universities featured are: University of Michigan, Walden University, INTO University and Khan Academy. Official institutional information was used to gather information on the AI applications and is summarised here.

University of Michigan

Generative AI is introduced and supported by the University of Michigan for faculty, students, and staff. Applications used are those that could be used for content creation, programming, productivity, teaching support and research. Artificial Intelligence brings opportunities for efficient use, faculty development and educational activities.

Walden University

At Walden University, students have access to an AI-powered generative tutor named Julian, which helps them during their educational experiences. Julian was created as a research project at the University in 2019 but has since gone on to be created as an independent AI tutor that offers tailored learning support.

Julian carries out various roles such as answering student queries, determining learning gaps, facilitating learning activities, assessing responses, as well as giving feedback. It also allows students to chat with the Chat Bot and avail

educational assistance as per their needs.

Julian is not, however, an HR-prediction system, but rather an educational A.I. for students. Thus, it should not be deemed to be an instance of using AI in the university’s HR forecasting role.

INTO University

INTO University integrates technology that uses AI to assist with certain parts of its admissions process. This system can also help with the processing and evaluation of applications, showing the potential of AI to streamline administrative processes. The case is thus applicable to an educational institution in an administrative use of AI.

Khan Academy

Khan Academy offers Khanmigo, an artificial intelligence (AI) assistant that helps students with their learning while teaching them. Its teacher-centred features facilitate tasks like planning lessons, creating content, teachers’ weighting of tasks, and student-progress monitoring. The Khanmigo lesson-planning tools can streamline teachers’ lesson planning and instructional methods.

Table 3.
AI Applications in Educational Institutions

S. No.	Educational institution	AI-powered technology	Primary application	Source
i.	University of Michigan	Generative AI tools	Teaching, research and productivity support	Official University of Michigan source
ii.	Walden University	Julian	Student learning and personalised educational support	Walden University (2021)
iii.	INTO University	AI-enabled admissions technology	Application processing and administration	Official INTO institutional source
iv.	Khan Academy	Khanmigo	Teaching support, lesson planning and student learning	Khan Academy

Resource: Compiled by the researcher from official institutional sources.

Explanation: The table summarises the four selected cases and identifies the AI technologies and their primary institutional applications.

Critical Analysis of AI Adoption in Educational Institutions

The chosen cases are examples of the use of AI in various activities in educational institutions. The examples showcase case studies from the University of Michigan and Khan Academy that illustrate AI's role in teaching. The examples address the ways in which AI helps teachers in their lessons and address relevant faculty activities, especially lesson planning, content creation and instructional support. Khan Academy describes Khanmigo as an "AI teaching assistant" for a teacher's use in planning lessons, among other tasks.

The student at Julian at Walden University is an example of how AI can assist with student learning, and INTO University showcases its application in administrative tasks. However, Julian shouldn't be considered an HR forecasting app since its main use isn't necessarily for human resources planning but rather for teaching in the classroom.

Table 4.
AI Applications and Relevant HRM Functions

Educational institution	AI-powered technology	Institutional application	Relevant HRM function
University of Michigan	Generative AI tools	Faculty teaching and educational support	Training and Development
Walden University	Julian	Student learning and personalised support	Not classified as HR forecasting
INTO University	AI-enabled admissions technology	Application processing and administration	Administration
Khan Academy	Khanmigo	Teacher lesson planning and instructional support	Training and Development

Resource: Compiled by the researcher from official institutional sources and the case-study analysis.

Explanation: The classification of Training and Development refers to AI-supported activities that contribute to faculty development or instructional capability. These cases should not be interpreted as direct evidence of AI use by an institution's internal HR department unless the institutional source explicitly establishes that connection.

Challenges Associated with AI Adoption in HR; Incorporating Education Sectors

Artificial intelligence (AI) technologies continue to transform educational institutions, and they are facing the increasing need to integrate AI into curricula, research, and operations. However, many education sectors struggle with inad-

equate investment in AI infrastructure, faculty training and algorithmic bias. These are the following challenges:

Limited AI expertise

According to (Wang et al., 2023), expertise is limited. It is stated earlier at the start of the literature review that narrow AI is widely used in organisations rather than general AI because of the complexities it possesses. Narrow AI is capable to perform tasks such as speech assistants, recommendation configuration and photo recognition, these tasks are easier to implement, but general AI is more complex as it requires human intelligence to learn various skills and eventually in education sectors, teachers’ expertise are limited to use this technology.

Expenditure in adapting AI

Spending on AI has turned its progress into a challenge (Fui-Hoon, 2023). Companies are spending billions of dollars to adapt and implement AI technologies, but the sad part is that it requires huge investment. The big corporations are able to adopt AI, but in the education sector, it is still a challenge.

Algorithmic bias

It can be defined as a system error which generates biased results. As AI is a machine, it needs to be fed data by humans. According to (Kizilcec & Lee, 2022), let’s take an example of an AI which is designed for the evaluation of college applicants during the admission process, and if an applicant’s race is omitted from the AI system, then it would generate biased results. This is the biggest challenge for the education sector, considering AI implementation in the admission process.

Table 5.
Challenges with AI Adoption in HR; Incorporating Education Sectors

i	Limited AI expertise
i.	Expenditure on adapting AI
ii.	Algorithmic bias

Resource: Prepared by researcher

Explanation: This table shows challenges and struggles of education sectors while integrating AI technology in their HR departments.

Ethical Concerns Associated with AI Adoption in HR: Incorporating Education Sectors

The integration of AI systems in HR raises significant ethical concerns, especially regarding data privacy, human autonomy and accountability. The challenge lies in developing AI solutions for HR that are not only efficient but also ethical, transparent, and aligned with the values of fairness and equality, particularly in the context of educational environments. These are the following ethical concerns:

Data privacy

In academia, data protection is a common concern regarding technology (Ouchchy et al., 2020). The AI-powered systems in the education sector contain a large amount of students’ personal data, which can be misused if not protected.

Human autonomy

The researcher Karimian et al. (2022) discussed the preservation of human autonomy. There’s an ethical concern regarding the loss of human control in decision-making. In education sectors, if AI-powered technology controls and evaluates students’ progress, then there may be a loss of human touch.

Accountability

The third ethical concern is related to accountability and liability. According to Stahl et al. (2022) lack of accountability is an ethical issue which arises from machine learning (AI). To ensure AI operations run smoothly, it is required to monitor standards and laws by AI designers and developers. In the education sector, here comes the responsible AI ensures it benefits students and staff and does not discriminate or generate biased decisions.

Table 6.
Ethical concerns with AI adoption in HR, incorporating education sectors

i.	Data privacy
ii.	Human autonomy
iii.	Accountability
Resource: Prepared by researcher	

Explanation: This table shows ethical concerns in education sectors when integrating AI technology into HR departments.

The synthesis of literature and the identification of gaps in that literature

The literature reviewed thus far shows that in organisational contexts, AI can take over some tasks, assist in decision-making, and enhance efficiency, but it has not been studied enough in relation to the effects it produces on particular HRM functions of educational institutions. The literature of HRM describes the function of Training and Development, it describes the function of Administration, and it also describes the function of HR Forecasting; whereas the literature of AI in education tends to focus more on the aspects of teaching and learning or supporting students. This distinction is paramount as the application of AI by students is not necessarily HRM applications. With this, the four cases analysed in this study can serve as a basis for setting up a comparison of the various forms of institutional adoption of AI and identifying their suitability for HRM functions. The literature also suggests that the transition to the use of AI hinges on other factors, such as the quality of data, the level of expertise among employees, transparency of algorithms, protection of privacy and data, human oversight, and responsibility. However, these factors have not been adequately encased in a single context: how is AI being responsibly integrated into HRM in educational institutions? To bridge this gap, the study investigates how AI is correlated with various HRM functions, the organisational resources needed to implement them, the various HRM ethical requirements and an analysis of how they shift as a result of AI use; and to suggest a theoretical framework for responsible AI-enabled HRM in education, four cases are examined in this study.

METHODOLOGY

This research employs a desk research methodology. The desk research method is also known as secondary research, as it depends upon gathering data from secondary sources such as research articles, books, and official documents from authentic sources such as government statistics reports, organisational data and other industry research papers.

Criteria for Selecting Research Papers

The research papers have been analysed by considering the relevancy to the field. The following keywords have been utilised while searching for a paper, which are 'AI, HR and education sectors'.

- Source credibility: The research papers have been studied and collected from Google Scholar
- Geographic scope: The two continents covered during this research that is North America and Europe.
- Timeliness: All the research material is contemporary and timely, dated from 2020 to 2023.
- Accessibility: The online platform has been used for this research.

Limitations of Desk Research Methodology

- Limited availability: As the online platform has been used, this research is limited to online sources.
- Potential bias: There's maybe some degree of misinterpretation, as the desk research solely depends upon other researchers' interpretations.

Research Objectives

- To identify the AI technologies currently utilised in HR functions within educational settings.
- To evaluate the impact of AI on key HR processes such as recruitment, onboarding, training, and employee performance management.
- To highlight the challenges and ethical implications associated with AI adoption in HR.

Research Question

Q: How is AI influencing HR roles, and what challenges and ethical concerns are arising in education sectors?

Theoretical Framework

In order to mitigate challenges and ethical concerns, a theoretical framework has been proposed by the researcher, which suggests being a competitive HR department in education sectors, it is necessary to organise fundraising events so that leading challenges, such as huge investment, would be addressed to integrate AI technology in education institutes. Moreover, a firm policy should be made, as it raises ethical concerns regarding students' data privacy; it should be mentioned with strict guidelines concerning data handling and access control towards sensitive information.

The investment would make the integration of AI possible, which will eventually favour automation and efficiency in the long run; on the other hand, a firm policy regarding data handling towards sensitive information will generate unbiased, data-driven decisions.



Chart 1: AI-HR in education sectors

Resource: Prepared by researcher

Explanation: To Mitigate Challenges and Ethical Concerns

In order to mitigate challenges and ethical concerns in implementing AI, the following diagram is proposed, which explains key practical strategies to be adopted by the HR department. These are:

To mitigate challenges

Fundraising events should be organised so that the leading challenge, such as huge investment would be possible to integrate AI technology in educational institutes. For instance, fundraising events such as tech shows in which students can show their interest towards tech and AI in order to attract investors. Also consider corporate sponsorships, such as inviting tech geeks to sponsor their educational institutes.

To mitigate ethical concerns

A firm policy should be made regarding students' data privacy; it should include strict guidelines concerning data handling and access control towards sensitive information. As it is a collaborative process, it is better to involve top-to-bottom management to make a firm policy. Moreover, hire tech experts to operate the sensitive data of educational institutes.

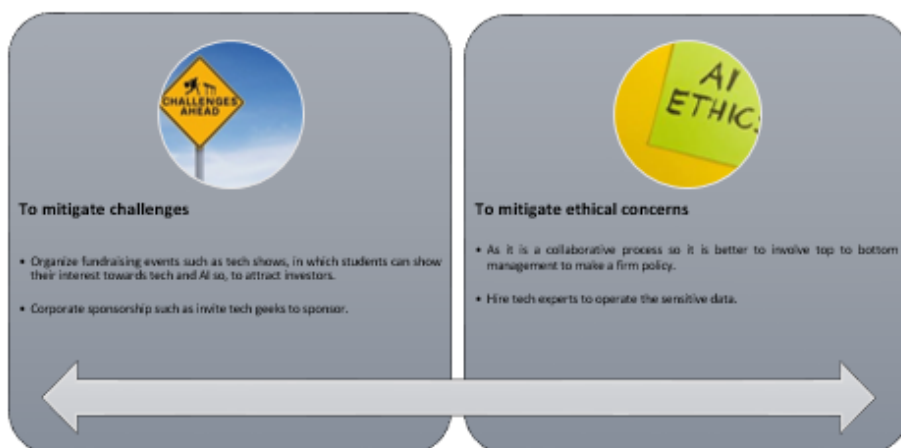


Chart 2: Key practical strategies to adopt by the HR department in order to overcome challenges and ethical concerns

Resource: Prepared by the researcher

Explanations: This diagram is proposed to explain key practical strategies to adopt by the HR department in order to overcome challenges and ethical concerns.

Outcome

Overcoming challenges will create a way to explore investment options such as fundraising events and corporate sponsorships. The investment would make the integration of AI possible, which will eventually favour automation and efficiency in the long run.

On the other hand, overcoming ethical concerns, such as firm policy regarding data handling towards sensitive information, will generate unbiased, data-driven decisions. In order to make it effective, top-to-bottom management should involve making a firm policy; moreover, hire tech experts to operate the sensitive data of educational institutes.

FINDINGS AND DISCUSSION

This research follows a desk research methodology, so several research papers have been reviewed, and it has been found that in the education sector, AI

has been implemented and accepted by the students and the staff as well, particularly by the HR department. Examples of educational institutes have been discussed in the literature review.

Comparative Analysis: How AI Adoption Differs Across Educational Institutions

Four case studies of different educational institutes have been studied and discussed in this research paper. The comparative analysis is as follows:

University of Michigan has introduced an AI-powered technology named OpenAI in its HR department, fulfilling the training function proficiently; it basically guides university professors to use ChatGPT in lecture halls.

Khan Academy has introduced an AI-powered tutor named Khanmigo in their HR department, fulfilling the training function competently; it facilitates teachers in their educational activities helped professors make lesson plans efficiently.

INTO University has introduced an AI-powered admission processing system in their HR department, fulfilling the administration function capably; it screens out potential candidates from many applicants.

Walden University has introduced an AI-powered tutor named Julian in their HR department, fulfilling the HR forecasting function skillfully; it facilitates teachers by lessening the burden on them. Instead of professors, Julian is 24/7 available to help students in their educational activities.

DATA ANALYSIS

Four case studies of different educational sectors have been studied, and it has been found that the training and development department is most influenced by AI technology, as it is adopted by two education sectors and other departments such as administration and HR forecasting are less influenced by AI technology.

Table 7.
AI-Influenced HR departments

S.no	Education sectors	HR departments (fulfilled)
i.	University of Michigan	Training and development.
ii.	Walden University	HR forecasting.
iii.	INTO University	Administration.
iv.	Khan Academy	Training and development.

Resource: Prepared by the researcher

Explanation: This table shows AI-influenced HR departments in four education sectors.

RESULTS

Based on the 4 case studies, 25 % (1/4) of them are related to Administration, 25 % (1/4) are related to HR Forecasting and 50 % (2/4) are related to Training and Development. As such, Training and Development is the most common HR area that is affected by AI in the cases included.

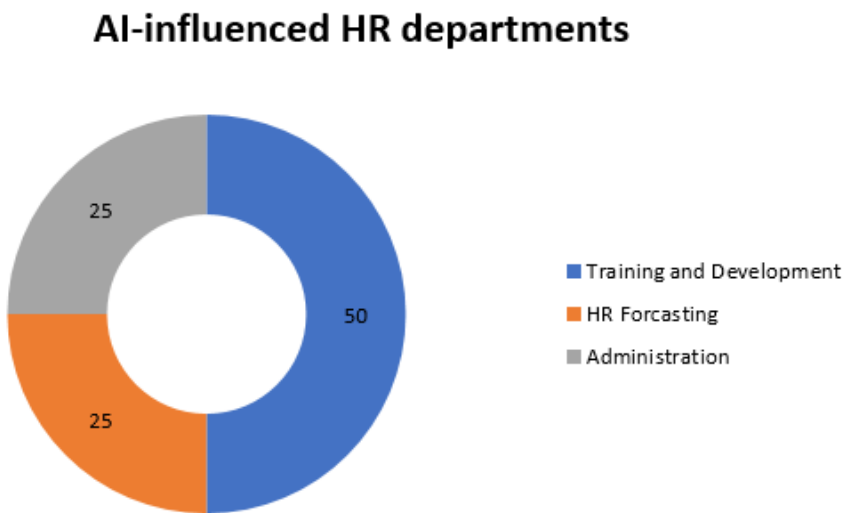


Chart 3: *AI-influenced HR Departments in Educational Institutions.*

Resource: Prepared by the researcher

Explanation: The distribution of HR departments across the four selected educational case studies that are influenced by AI can be presented using the pie chart below: Training and Development is the 2nd most common HR function, with a rate of 50% (2 out of 4) of cases represented. The predicted outcomes for HR Forecasting and HR Administration are 25% (1 in 4 cases) each. The results show that Training and Development contains more cases that apply AI, but it should be taken with a grain of salt, as it is being researched with only 4 case studies.

Outcomes

The results indicate that AI is being used for various aspects of Training and Development, such as lesson planning, supporting students' learning, and improving efficiency. But when it comes to the use of AI in HR, there is a disparity in the implementation of these selected cases. Administration and HR Forecasting might need more technological framework, organisation, and investment. Moreover, the integration of AI also brings ethical implications to light, such as data privacy and security, transparency, and responsible handling of sensitive data.

Solutions

The results indicate that AI is being used for various aspects of Training and Development, such as lesson planning, supporting students' learning, and improving efficiency. However, in its applications to HR, there are some underlying differences when it comes to the implementation of these selected cases. Administration and HR Forecasting might need more technological framework, organisation, and investment. Moreover, the integration of AI also brings ethical implications to light, such as data privacy and security, transparency, and responsible handling of sensitive data.

RESULTS AND SUGGESTIONS

Results

The AI acceptance and implementation have been observed at a broad level in education sectors, as modern HRM practices are competently replacing traditional HRM practices.

It has been concluded that the training and development department is most influenced by AI technology. The other departments, such as administration and HR forecasting, are less influenced, as these departments are facing some challenges and ethical concerns. It has been studied in AI challenges that education sectors require adequate investment to adapt AI-powered technology in their institutes. On the other hand, it has been studied in AI ethical concerns that students' data privacy should be considered so it would not be misused by an unauthorised person.

Suggestions

In light of the obtained results, further studies are required by future researchers. As this research follows a desk research methodology, future

researchers may follow another methodology by using a survey and would generate their results on the basis of it.

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