

Artificial Intelligence, Talent Management, and Faculty Outcomes: A Mediated Framework for Educational Excellence a Conceptual Framework

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Abstract

In the digital age, Artificial Intelligence (AI) is revolutionizing traditional TM practices by offering predictive, personalized, and data-driven solutions. The rapid integration of Artificial Intelligence (AI) into educational systems has opened new avenues for strengthening institutional performance and academic excellence. The education sector thrives on human capital, where effective Talent Management (TM) ensures academic quality and institutional reputation. While prior research has predominantly emphasized student-centered applications of AI, limited attention has been paid to the perceptions of faculty and their outcomes in relation to AI-driven Talent Management (TM) practices. Drawing upon existing literature, four key propositions are formulated: (1) AI positively influences TM practices; (2) AI positively influences faculty outcomes; (3) TM practices positively influence faculty outcomes; and (4) AI-supported TM practices positively influence faculty outcomes through mediation. The proposed framework highlights how AI-enabled recruitment, development, engagement, and retention practices can improve faculty performance, productivity, motivation, commitment, job satisfaction, and workforce upskilling. The study contributes to both theory and practice by demonstrating how AI-enabled TM practices can foster sustainable faculty outcomes, ultimately advancing educational excellence in the new era of digital transformation. Implications for policymakers and academic leaders are discussed, alongside recommendations for leveraging AI responsibly to align institutional strategy with faculty growth and institutional sustainability.

Keywords: Artificial Intelligence, Talent Management, Faculty Outcomes, Higher Education, Educational Excellence, Mediated Framework

I.INTRODUCTION

Education is a dynamic process that aiming to develop individuals' knowledge and skills. Traditional teacher-centered approaches focused on passive learning, but rapid technological advancements have shifted education toward student-centered models that are more flexible, effective, and personalized (Malik et al., 2021). In this context, Artificial Intelligence (AI) has become a popular technology in today's society. As a technology capable of simulating human intelligence, AI has gradually penetrated into all areas of our lives and plays an important role in many fields. Artificial intelligence mimics the ability of the human brain to learn, analyze, and make decisions (Mikalef and Gupta, 2021). In the process, the field of education is also inevitably affected by it (Huang et al., 2024). From basic education to higher education, all education system is increasingly transforming with AI technology to promoted changes in teaching methods, learning methods, campus environment, and curriculum (Karsenti, 2019).

Universities and colleges must possess a holistic comprehension of the possible effects of AI in higher education, encompassing teaching, learning experiences, and administrative tasks and activities. Moving forward, it is crucial to ensure that universities acquire the essential resources and infrastructure to fully leverage AI in higher education (Wang et al., 2023). Compared to other domains, AI integration in education is still in its early stages. But the literature review on AI and education, papers has focused on the uses of AI on school, students centric. There are very few papers who has focused on uses of AI on teachers' development and engagement. By investigating the relationship between AI and faculty's' results, most of the researches on the primarily centered around utilizing AI technology to aid in teaching, establish a technologically advanced campus, and achieve intelligent learning, teaching, and management (Huisman et al., 2021). However, our study contributes to the current debate on the black-box standing between AI and faculty outcomes in the educational sector. The paper is structured as follows. First the conceptual framework is set out, defining the constructs and expounding the proposed model. Then, we indicate the methodology used to test the hypotheses formulated, set out and comment on the empirical results obtained and show the implications of the results. Finally, we indicate the limitations of the study and propose future lines of research in this area.

Objectives

1. To explore the talent management practices in the education sector.
2. To evaluate the impact of Artificial Intelligence on talent management practices and faculty outcomes.
3. To evaluate the impact of talent management practices on faculty outcomes.
4. To examine the impact of talent management practices as a mediating variable between Artificial Intelligence and Faculty Outcomes.

Rationale of the Study

The integration of Artificial Intelligence (AI) in higher education is revolutionizing faculty roles, ranging from recruitment and teaching to research and performance evaluation (Dwivedi et al., 2021). The literature review revealed that there are limited studies on AI integration in HRM within Indian educational institutions. Further, AI in itself does not automatically translate into improved faculty outcomes such as job satisfaction, performance, retention, and engagement. To unlock the full potential of AI, institutions must align it with effective Talent Management (TM) practices, including faculty recruitment, training and development, performance management, and succession planning (Collings et al., 2019).

TM practices act as a critical mediating mechanism between AI applications and faculty outcomes. AI provides data-driven insights and automation, but TM ensures that faculty members are supported, developed, and motivated to use these technologies effectively (Marr, 2020). Prior studies have emphasized that TM is instrumental in enhancing employee outcomes in knowledge-intensive sectors (Al Ariss et al., 2014), yet limited research has examined this mediation in educational institutions, particularly in the context of AI adoption.

Thus, this study is important as it explores how AI-enabled TM practices mediate the relationship between AI adoption and faculty outcomes, offering a comprehensive framework for sustainable institutional excellence. By addressing this gap, the research will contribute to both theoretical advancement and practical strategies for higher education management.

Conceptual framework and Propositions

TM and Education Sector

Higher education institutes identified talent management as one of the key factors in achieving set goals and objectives, which has positive and significant effect on the organizational performance of higher education institutions (Shah et al., 2021). Talent management (TM) is recognized as a multidimensional construct that integrates several critical practices like attraction, development, and retention (Ali and Kumar, 2023). Further, Kumar and Sharma (2016), Kamal (2017), Erasmus et al. (2017) and Singh and Mehta (2019) also stated that TM practices in higher education institutions includes identifying, attraction, development, retention, and succession planning as central dimensions. Further, Rani and Nanda (2023) and Memon et al. (2022) indicates that talent management (TM) practices in higher education have been examined across diverse contexts, though findings remain fragmented and often context-specific. Commonly studied practices include talent acquisition, development, retention, and succession planning, with several studies emphasizing their central role in strengthening faculty and institutional performance.

Agrahari and Nandan (2024) contributed by validating a Faculty Talent Scale in Indian HEIs, identifying critical dimensions of it such as professional development competence, pedagogical competence, and leadership skills, while García and Sesé (2024) operationalized TM through nine interconnected factors, including attraction, development, evaluation, and knowledge management. Qualitative evidence from Malaysia (Kamal, 2017) and South Africa (Erasmus et al., 2017) similarly highlighted attraction, development, and retention as dominant practices, though without quantitative validation. Thus, we hypothesized that

Hypotheses 1: Talent Management is a multidimensional construct in education sector, includes talent identification, talent acquisition, talent positioning, talent development, talent engagement, and talent retention.

AI and TM practices

Artificial Intelligence (AI) has become an emerging and undeniable element in the workplace, influencing both managers and employees (Bennett et al., 2024). Its implementation helps organizations reduce human workload and labour costs while enhancing employees' ability to perform tasks through extended intelligence (Eubanks, 2018). For instance, nearly 70% of employers plan to adopt AI as a recruiting tool often without human oversight (Dungan, 2024; Leyer and Schneider, 2021). This trend raises employee concerns regarding AI-driven decision-making in key HR functions such as acquisition, recruitment, engagement, and retention (Rainie et al., 2023).

The integration of AI allows organizations to revolutionize talent management (TM) practices by leveraging data analytics and automation, to address various HR tasks, particularly in talent acquisition, employee education, and workforce management (Kambur and Akar, 2021). AI enhances the ability to manage large data volumes, identify patterns, and extract insights that would be difficult to detect through traditional methods (Faqihi and Miah, 2023).

In particular, Generative AI (GAI) has emerged as a solution to streamline diverse TM processes, ranging from recruitment and onboarding to performance assessment and succession planning. Unlike conventional HRIS and e-HR systems, AI-based talent acquisition promotes augmented intelligence, where humans and machines jointly contribute to decision-making (Thakkar, 2021). Current AI applications in talent acquisition include smart Applicant Tracking Systems (ATS), Candidate Relationship Management (CRM), intelligent search engines, and chatbots (Hmoud and Várallyai, 2021). Johnson, Stone, and Lukaszewski (2020) found that the integration of e-HRM and AI in hospitality and tourism organizations improved recruitment, selection, retention, and reduced replacement time.

Further, talent development is a critical function of TM practices. AI and automation help streamline developmental processes, minimize biases, and enable efficient decision-making (Jose, 2019). Tools such as personalized learning systems and predictive analytics provide organizations with actionable insights for identifying and nurturing high-potential employees (Karaboga, 2023). AI-driven learning systems also facilitate re-skilling and continuous development, which is essential in the industry 4.0 era (Karaboga, 2023). Internal development is further supported by AI algorithms that map competencies, assess skills, and suggest personalized development plans (Saling & Do, 2020). Technological advancements have drastically reshaped training methods, with AI offering personalized and adaptive learning opportunities that improve employee performance. AI-powered performance management systems provide real-time feedback, monitor performance metrics, and highlight areas for improvement. Dillon (2020) identifies several AI-enabled applications—including smart coaches, assistants, impact analysis, and authoring tools—that can significantly enhance talent development. In terms of talent retention, AI systems analyze employee data such as performance records, engagement levels, and behavioural patterns to detect early signs of turnover risk. This enables organizations to implement proactive retention measures, such as targeted training or growth opportunities. AI-powered engagement initiatives, including sentiment analysis and personalized communication, further contribute to positive work environments. Recommender systems also play a vital role in career development and succession planning by suggesting growth opportunities that foster loyalty, engagement, and long-term retention. Overall, the successful implementation of AI in TM requires alignment with organizational goals, values, and ethical considerations. When effectively integrated, AI contributes to a more efficient, data-driven, and employee-centered talent management system. Thus, we hypothesized that

Hypotheses 2: Artificial Intelligence has a direct and positive effect on talent management practices.

Artificial Intelligence and Faculty Outcomes

According to Hwang et al. (2020), Artificial Intelligence (AI) has gained significant importance in education due to its ability to generate predictions, diagnoses, recommendations, and decisions through algorithmic power. AI is increasingly acknowledged for providing specialized support, bridging knowledge gaps, facilitating effective teaching and learning, and enabling real-time assessment of complex skills and knowledge (Guan et al., 2020; Shen et al., 2020). Faculty members in higher educational institutions are considered the core employees around whom academic activities such as teaching, research, and extension services revolve (Segbenya et al., 2021). The performance of these academic functions largely depends on access to relevant information, where technology particularly AI plays a critical role (Aheto et al., 2024). Do et al. (2025) argue that AI-driven HRM practices

influence employee performance and well-being, particularly by enhancing resilience and adaptability. AI also allows employees to exercise autonomy, acquire AI-related skills, and integrate new knowledge into their work. Through training, skill development, and knowledge-sharing, faculty can enhance their competencies, which in turn builds confidence, fosters motivation, and encourages engagement in innovative tasks (Kong et al., 2023; Zhang et al., 2022). AI-powered chatbots and sentiment analysis tools have been shown to positively influence job satisfaction by improving communication, feedback, and support systems within educational institutions (Ail and Kumar, 2023). This suggests that AI adoption in HR can strengthen workplace culture, employee engagement, and overall well-being (Dogra & Singh, 2025; Ekuma, 2024). Similarly, Huang et al. (2021) emphasize the role of AI in adaptive learning and virtual classrooms, highlighting its positive impact on training and development. AI-driven systems also enhance satisfaction by offering personalized learning, transparent performance evaluation, and fairer decision-making processes (Huang and Rust, 2021; Shao and Shi, 2020). Moreover, as AI and automation reshape workplaces, workforce upskilling becomes a pressing concern (Lang, 2023). Organizations are prioritizing re-skilling initiatives to prepare employees for evolving job demands. Such training enhances career progression and employability in a rapidly changing labour market (Rotatori et al., 2021). AI is also increasingly deployed as a strategic tool to address employee performance challenges, job engagement, and expertise development (Chukwuka and Dibie, 2024; Wamba et al., 2023). Mendy et al. (2024) conceptualizes faculty-related outcomes of AI adoption as employee performance, productivity, and job engagement. By tailoring educational content to individual needs, AI ensures that academic professionals receive relevant and practical training. This personalized approach enhances skill development and boosts employee engagement and motivation (Briki et al., 2024). Thus, we hypothesized that

Hypotheses 3: Artificial Intelligence has a direct and positive effect on faculty outcomes, including employee productivity, employee performance, motivation, employee commitment, job satisfaction, and workforce upskilling.

Talent Management Practices and Faculty Outcomes in Education Sector

Talent Management (TM) practices play a central role in shaping faculty outcomes within educational institutions. Effective TM practices—such as talent acquisition, development, engagement, and retention—ensure that faculty members are supported, motivated, and equipped to contribute meaningfully to institutional goals. The relationship between TM practices and employee outcomes have been widely studied and found to be related to each other (Jyoti and Rani, 2014). Studies indicate that effective TM in academia positively influences faculty commitment, faculty satisfaction, employee performance, reduces quit intention and institutional reputation (Thunnissen, 2016; Abdullahi et al., 2022; Gelens et al. 2015; Mensah and

Bawole 2017). Further, TM practices effectively have positive job-related behaviours including work engagement, service quality (Barkhuizen et al., 2014), job satisfaction (Jyoti and Rani, 2014) and decreased turnover intentions (Barkhuizen & Veldman, 2012; Du et al., 2013). Similarly, Kumar (2022) also stated that talent management has an important influence in the success and the financial results of an organization, since it improves productivity, job satisfaction, motivation, and organizational commitment; and reduces turnover intention. Further, talent management is associated with higher employee job satisfaction (Jyoti and Rani, 2014), organisational commitment (Lesenyeho, 2017) and motivation (Barkhuizen et al., 2015). In the context of higher education, strategic TM practices help recruit high-quality faculty, provide continuous professional development opportunities, and create career advancement pathways, which directly contribute to improved performance and productivity (Kumar & Sharma, 2016; Pinar et al., 2014). Thus, we hypothesized that

Hypotheses 4: Talent management practices have a direct and positive effect on faculty outcomes, including employee productivity, employee performance, motivation, employee commitment, job satisfaction, and workforce upskilling.

Mediating Role of Talent Management Practices

The potential of Artificial Intelligence (AI) in Talent Management (TM) offers an optimistic outlook for the future of higher education, creating new avenues to address challenges in enhancing institutional performance and faculty skills. TM practices focused on identifying, attracting, developing, engaging, and retaining outstanding academic talent can be significantly strengthened through AI technologies such as predictive modeling, analytics, and machine learning algorithms. The potential of AI in talent management offers an optimistic outlook for the future of higher education, opening new avenues for addressing the challenges faced by academic institutions in enhancing university skills (Briki et al., 2024). Amelia and Rofaida (2023) emphasized the critical role of technology in enhancing TM practices for improving employee engagement and organizational performance. For example, AI tools can analyze candidate profiles to match competencies, send automated communications, and expedite recruitment decisions (Vaishnavi and Achwani, 2018). This allows HR professionals to focus on strategic functions with greater value addition (Eubanks, 2018; Hogg, 2019). Talented employees characterized by motivation, adaptability, initiative, and loyalty are critical for institutional growth and transformation (Anlesinya and Amponsah-Tawiah, 2020). AI can further support their development by enabling continuous learning cycles and personalized training programs tailored to individual needs and preferences (Maity, 2019; De Bruyn et al., 2020; Soltani et al., 2020). Such AI-enabled programs facilitate faster skill acquisition, higher engagement, and better alignment with institutional goals (Kashive et al., 2021). Moreover, AI tools can track employee

progress and provide timely feedback, ensuring that faculty members feel supported, motivated, and engaged (Paesano, 2021; Wijayati et al., 2022). The integration of AI in talent management within higher education institutions signifies the use of technology to address various HR tasks, particularly in talent acquisition, employee education, and workforce management (Kambur and Akar, 2021, p. 170). Thus, we hypothesized that

Hypotheses 5: AI-supported Talent Management practices have a direct and positive effect on faculty outcomes.

The overall conceptual model is depicted in Figure 1.

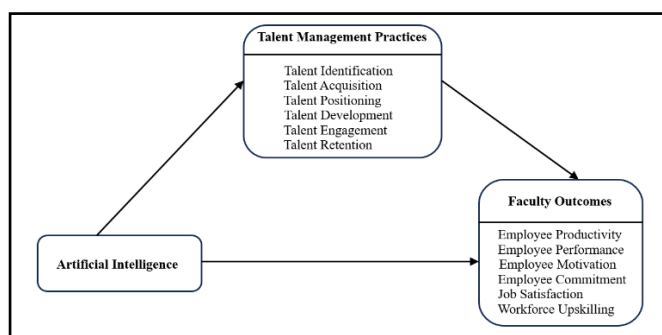


Figure 1. Conceptual Model Proposed

Implications For Future Research

This study extends talent management (TM) theory by incorporating artificial intelligence (AI) as a critical driver of faculty outcomes. It proposes a mediated framework that links AI, TM practices, and educational excellence, thereby contributing to the growing body of literature on technology-enabled HRM in higher education. From a practical standpoint, the findings hold significance for multiple stakeholders. For administrators, the study provides valuable insights into leveraging AI for faculty recruitment, training, and retention. For policymakers, it offers a structured model to guide AI adoption for educational workforce development. For faculty members, it highlights the potential of AI-driven initiatives to enhance professional growth, foster engagement, and support career progression.

This paper uses a theoretical framework to provide a comprehensive model to understand the faculty outcomes as the phenomenon under focus that is considered to be the dependent variable, the artificial intelligence (AI) functions are the independent variables, and talent management practices is the mediating variable. This theoretical framework would be our empirical study within various educational sectors such as public educational institutions, private educational institutions, and universities in the near future. This study will be of interest to practitioners,

researchers, and scholars in designing and developing AI-driven TM models that aim to enhance faculty-related outcomes. Moreover, opportunities exist for comparative studies across different education systems and cultural contexts. Longitudinal studies could further examine the long-term impact of AI-supported TM on faculty development and retention.

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