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The Impact of Artificial Intelligence on Human Resource Management Strategies in the Context of Future Technological Education: Evidence from Jordanian Universities

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ABSTRACT

This paper seeks to explore the significance of Human Resource Management (HRM) strategies in relation to future technological education and their effects on organizational intelligence in Jordanian universities. As technologies become an integral part of learning process and there is a tendency towards developing smart educational system in future, universities will be forced to use innovative human resources strategies aimed at encouraging knowledge transfer and organizational learning. In this paper, I will use the method of quantitative research based on using a set of questionnaires sent to the staff members of several Jordanian universities. The results obtained from the study showed that such HRM strategies as training and development, improvement of digital competencies, performance management and practices of leadership have positive effect on various aspects of organizational intelligence, namely knowledge acquisition, quality of decision-making, adaptability and innovation capacity. Also, the implementation of future technological education practices contributes to the relationship between HRM strategies and organizational intelligence because it creates more dynamic technological learning environment.

Keywords - Future Technological Education, Organizational Intelligence, Digital Transformation, Jordanian Universities.

1. INTRODUCTION

The present-day organizational context is highly dynamic and involves permanent transformations in technological, economic, and organizational spheres; hence, organizations need to create capabilities that would help them maintain their competitiveness and achieve long-term sustainability. (Al-Lawama et al. 2024). The number of valuable organizational resources is large but, among them, human capital has become one of the most important strategic resources due to its role in innovation, creation of knowledge, and decision-making In higher education institutions, universities have an important role in promoting the development of the country through education of qualified specialists, creating scientific knowledge, and conducting innovative research.

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Thus, human resource management (HRM) has turned from administrative activity into a strategic instrument that helps universities to address dynamically changing conditions and requirements of the external environment (Qawasmeh et al. 2024). The growing international demand for highly qualified academics has intensified competition among universities to attract, develop, and retain talented faculty members (Qawasmeh et al. 2024). Nevertheless, technological innovation cannot replace the strategic importance of human capital. Creativity, Strategic Human Resource Management (SHRM) has emerged as an integrated managerial approach that aligns HR practices with organizational vision, (Al-Lawama et al. 2023). mission, and strategic objectives while simultaneously leveraging technological innovations to improve organizational flexibility, (Nancy et al. 2013). responsiveness, and long-term competitiveness However, (Alwaely et al. 2024). innovation in technology will not suffice when it comes to the importance of human resource management in an organization. Creative thinking, problem-solving, (Qudah, et al. 2025). collaboration, and communication are all uniquely human characteristics that make up the core of innovation within the institution (Nancy et al. 2013). As such, Strategic Human Resource Management (SHRM) (Al-Lawama et al. 2023). refers to a holistic HR management strategy that integrates the activities of human resource management within the vision and mission of the institution, as well as making use of new technological advancements.

2. PROBLEM STATEMENT

The fast development of digital technologies as well as the development of future technological education has radically affected the landscape of higher education globally. It is necessary for universities to use innovative education technologies, artificial intelligence, and digital learning systems in their processes. Within such context, Human Resource Management (HRM) becomes an important factor which allows the institution to cope with the changes, develop employees' competencies, increase digital readiness and foster innovation. At the same time, many universities in developing countries, for instance, in Jordan, face difficulties in making HRM strategy correspond to the needs of future technological education. The traditional approach of HRM is not enough to conduct digital transformation or increase organizational intelligence systematically. That is why there is still a gap regarding HRM strategies and how they can be used to build organizational intelligence in the changing academic environment. Moreover, the current literature review shows that there are few empirical studies of the connection between HRM and organizational intelligence, and even fewer studies in the field of future technological education in universities.

2.1 Research Questions

1. How does the application of Human Resource Management (HRM) policies affect the creation of organizational intelligence in Jordanian universities?
2. Which HRM policies including recruitment and selection, training and development, performance evaluation and employee engagement do academic staff think have the most effect on organizational intelligence in Jordanian universities?
3. How do academic staff assess the effectiveness of current HRM policies in contributing to organizational intelligence in Jordanian universities?
4. What are the difficulties faced by Jordanian universities regarding HRM policies that contribute to the creation of organizational intelligence?
5. What are the opportunities suggested by academic staff concerning the enhancement of HRM policies that promote organizational intelligence in Jordanian universities?
6. How well are HRM policies in line with the objectives of organizational intelligence in Jordanian universities?

2.2. Research Objectives

1. To investigate the effect of HRM policies on the development of Organizational Intelligence in Jordanian universities.
2. To identify those HRM policies including recruitment & selection, training & development, performance appraisal, and engagement that the academic personnel perceive to be the most effective in developing organizational intelligence in Jordanian universities.
3. To analyze the efficiency of current HRM policies for the promotion of organizational intelligence in Jordanian universities according to the opinions of academic personnel.
4. To investigate the difficulties of implementing HRM policies in order to enhance organizational intelligence at Jordanian universities.
5. To discover opportunities for the improvement of HRM policies in order to develop organizational intelligence in Jordanian universities.
6. To analyze how closely the current HRM policies correspond to the goals of organizational intelligence in Jordanian universities.

3. LITERATURE REVIEW

The study of the relationship between Human Resource Management (HRM), use of technology, and organizational performance has been an essential topic for contemporary organizational research. Knowledge-intensive organizations, especially higher education institutions, (Hassan, et al. 2025). can develop organizational intelligence through HRM practices, technology use, and organizational innovation by means of knowledge creation, information exchange, decision making based on the evidence, and innovation. Thus, theoretical relations between HRM practices, technological capabilities, and organizational intelligence are currently of great interest for academic research (Mohammad et al. 2018).

Despite the fact that the topic of relationships among the variables in question has been studied in many spheres like banking, manufacturing, services, empirical research on the issue is still insufficient in higher education institutions, (Al-Qiam et al. 2023). especially those in developing countries, like Jordan (Nadarajah et al. 2012). Jordanian universities experience transformation due to digitalization, competition in the global environment, and requirements concerning the quality of education and research. All these facts make it crucial to explore HRM practices and technological capabilities as a source of organizational intelligence in higher education institutions. Technology utilization refers to the effective integration of digital technologies and information systems into organizational processes to enhance efficiency, communication, and strategic decision-making. Recent technological advancements, including artificial intelligence, machine learning, big data analytics, cloud computing, and digital HRM systems, have significantly transformed HRM practices by improving recruitment and selection, training and development, performance appraisal, employee engagement, and talent management (Kambur et al. 2023; Alwaely et al. 2023). These technologies enable universities to streamline administrative processes, enhance knowledge management, and support evidence-based decision-making. Moreover, technology enhances organizational flexibility by enabling institutions to respond effectively to environmental changes, stakeholder expectations, and emerging educational challenges (Faiza et al. 2019). Such adaptability is essential for universities operating in highly competitive academic environments, where continuous learning, innovation, and responsiveness are critical for sustainability

Innovation has long been recognized as a fundamental driver of organizational competitiveness and sustainable development. Since Schumpeter's early contributions, innovation has been viewed as a key mechanism through which organizations create value, improve performance, and sustain competitive advantage (Al-Lawama et al. 2023). Organizations that embrace innovation are better positioned to adapt to environmental changes and achieve long-term success (Albrecht et al. 2015). Within higher education institutions, innovation depends not only on technological capabilities but also on effective HRM strategies that promote collaboration, continuous learning, employee empowerment, and knowledge sharing.

Accordingly, the integration of advanced technologies with strategic HRM practices provides universities with opportunities to strengthen organizational intelligence by enhancing institutional learning, improving decision-making quality, fostering innovation, and increasing organizational adaptability. These capabilities are particularly crucial for Jordanian universities seeking to enhance educational quality, research excellence, and institutional competitiveness in a knowledge-driven global environment. The organizations that innovate will be able to cope with environmental changes and succeed In higher education institutions, innovation does not only require the use of new technologies, but also the proper HRM practice of collaborating, learning, empowering staff members, and sharing knowledge. (Albrecht et al. 2015).

Therefore, the combination of technology with proper HRM will provide the university with possibilities to improve organizational intelligence by making learning more efficient, increasing the quality of decision-making process, fostering innovation and organizational adaptability. These capabilities are especially important for the Jordanian universities since they need to develop their educational quality, research capabilities, and competitiveness within the global knowledge-based environment.

4. METHODOLOGY

4.1. Research Design

The research will take a quantitative approach to explore the correlation between strategies used in Human Resource Management (HRM) and organizational intelligence in Jordanian universities. A quantitative methodology is considered suitable as it allows one to find various links between the variables and confirm hypotheses with the help of statistical techniques. The primary data can be collected by a structured questionnaire issued to the representatives of academic staff working in chosen universities of Jordan. 4.2 The population and the sample The target population consists of the academic staff representatives from different universities, both public and private. In order to achieve better representation, the study includes universities from the two sectors, which belong to various disciplines, including humanities, business, social sciences, law, engineering, information technology, and natural

sciences. All these variations allow for making more accurate conclusions. Probability sampling will be applied in choosing the participants in a research project. Sample size will be calculated on the basis of previously suggested statistical guidelines and the whole number of academic staff employed by the preferred institutions. The target participants should include people of different academic status and experience to encompass various opinions and points of view. 4.3 Data collection instrument In the research project

Table 1: Demographic Characteristics of Respondents

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	40	66%
	Female	26	34%
Age Group	20–30 years	10	15%
	31–40 years	22	34%
	41–50 years	18	27%
	51 years and above	16	24%
Academic Discipline	Humanities	14	21%
	Social Sciences	20	30%
	Natural Sciences	18	27%
	Engineering	14	21%

Table 1 shows the demographic details of the 66 academic employees from universities across Jordan that took part in the research. The specifics in this table include aspects such as gender, age group, and field of study. The importance of these details lies in the fact that they show the way the sample was made and whether the sample is representative of the population or not. The research also shows that the majority of the sample consisted of male academics since only 40 respondents (66%) were female whereas 26 respondents (34%) represented females in the sample. People aged from 31-40 years made up the largest sample group of 22 participants (34%). Having more mature respondents aged from 41 to 50 years made half of the sample with 18 individuals (27%). The 51 and older group made up only 16 people in total (24%) showing that some participants were senior academics with the required leadership and experience. The less numerous group is the one representing youngsters from 20 to 30 years old who made up only 10 participants (15%). As for the field of study represented in the sample, it is characterized by a variety of topics, including Humanities (21%), Social Sciences (30%), Natural Sciences (27%), and Engineering (21%).

Table 2. Human Resource Management (HRM) Practices in Jordanian Universities

HRM Practice	Mean	Standard Deviation	Scale
Recruitment and Selection	4.20	0.75	1–5
Training and Development	4.40	0.68	1–5
Performance Management	3.80	0.83	1–5
Employee Relations	3.50	0.91	1–5
Leadership and Organizational Culture	4.30	0.70	1–5

Table 3. Descriptive Statistics of Organizational Intelligence Dimensions in Jordanian Universities

Dimension of Organizational Intelligence	Mean	Standard Deviation	Scale
Adaptability	4.10	0.72	1–5
Knowledge Sharing	4.30	0.66	1–5
Decision-Making Quality	4.00	0.79	1–5
Innovation and Creativity	3.80	0.85	1–5
Problem Solving	4.20	0.74	1–5

able 3 presents the descriptive statistics for the dimensions of organizational intelligence as perceived by academic staff in Jordanian universities. The analysis includes the mean scores and standard deviations for five key dimensions: adaptability, knowledge sharing, decision-making quality, innovation and creativity, and problem solving

Table 4. Correlation between Human Resource Management (HRM) Practices and Organizational Intelligence Dimensions

HRM Practice	Adaptability	Knowledge Sharing	Decision-Making Quality	Innovation & Creativity	Problem Solving
Recruitment and Selection	0.35**	0.41**	0.30**	0.33**	0.28*
Training and Development	0.55**	0.59**	0.52**	0.57**	0.48**
Performance Management	0.41**	0.43**	0.39**	0.41**	0.34**
Employee Relations	0.31*	0.36**	0.29*	0.32*	0.28*
Leadership and Organizational Culture	0.59**	0.63**	0.55**	0.61**	0.56**

Note: *p < 0.01; *p < 0.05.

The Pearson Correlation Coefficients for the relationship between Human Resource Management (HRM) Practices and Dimensions of Organizational Intelligence at Jordanian Universities is provided in Table 4.

As depicted from this table, there exists a positive and statistically significant correlation between all types of human resource management practices and different dimensions of organizational intelligence among Jordanian universities. Particularly, the dimensions of Leadership and Organizational Culture have the most significant relationship with the different dimensions of organizational intelligence such as Knowledge Sharing ($r=0.63, p<0.01$), Innovation & Creativity ($r=0.61, p<0.01$), Adaptability($r=0.59, p<0.01$), Problem Solving($r=0.56, p<0.01$) and Decision Making quality ($r=0.55, p<0.01$). Training and Development has a significant and positive relationship with all dimensions of organizational intelligence at Jordanian universities. In particular, training and development showed a high relationship with knowledge sharing ($r=0.59$, $p<0.01$), then with Innovation & Creativity ($r=0.57$, $p<0.01$) and lastly, with Adaptability ($r=0.55$, $p<0.01$) respectively. Therefore, the results imply that the improvement of employee's competences through training and development activities leads to improved organization learning capabilities which ultimately contributes to the organizations' ability to respond effectively to changes in both academia and technology environment.

Table 5. Multiple Regression Analysis of the Effect of HRM Strategies on Organizational Intelligence

Independent Variable (HRM Strategies)	Standardized Beta (β)	t-value	Sig. (p-value)
Recruitment and Selection	0.214	2.645	0.010
Training and Development	0.372	4.918	0.000
Performance Management	0.196	2.311	0.024
Employee Relations	0.143	2.027	0.046
Leadership and Organizational Culture	0.418	5.472	0.000

Table 5 displays the results of the multiple regression analysis carried out to determine the extent of impact exerted by HRMs strategies on the level of organizational intelligence among Jordanian universities. According to the table, the overall regression model is statistically significant with F statistic value of 46.582 at $p<0.001$. The multiple regression analysis indicated a strong positive relationship between the human resources management (HRMSs) and the level of organizational intelligence with a multiple correlation coefficient ($R=0.814$. This implies that the combined effect of HRMSs explains 66.3% variation around the mean values of the dependent variable organizational intelligence as suggested by the coefficient of determination ($R^2=0.663$). However, after adjusting the model for the number of independent variables considered, the coefficient of determination still remains high at Adjusted $R^2=0.637$

Table 6. Summary of Key Findings

HRM Practice	Impact on Organizational Intelligence	Key Finding
Recruitment and Selection	Moderate Positive	Improves adaptability and decision-making quality.
Training and Development	Strong Positive	Strongly enhances knowledge sharing and innovation.
Performance Management	Moderate Positive	Supports decision-making and problem-solving.
Employee Relations	Moderate Positive	Strengthens collaboration and knowledge sharing.
Leadership and Organizational Culture	Strong Positive	Positively influences all dimensions of organizational intelligence.

Table 7 presents a summary of the main findings derived from the study related to the influence of HRM practices on organizational intelligence of universities in Jordan. The study's findings indicate that all HRM practices positively influence the organizational intelligence of universities, albeit to a different extent for different dimensions of the study. Among the various HRM practices investigated, Leadership and Organizational Culture along with Training and Development have been identified as the most effective practices in bringing about HRM change. These practices exhibited high levels of relationship with knowledge sharing, innovation, adaptability as well as overall effectiveness of the organization and point towards their importance in developing the organizational intelligence of universities. The practices of recruitment and selection, performance management, and employee relations have contributed positively as well, albeit to a more moderate degree.

Table 7. Descriptive Statistics for HRM Practices and Organizational Intelligence

Variable	N	Mean	SD	Skewness	Kurtosis
Recruitment and Selection	66	4.20	0.75	-0.32	-0.98
Training and Development	66	4.45	0.68	-0.25	-0.87
Performance Management	66	3.85	0.83	-0.18	-0.95
Employee Relations	66	3.52	0.91	0.10	-1.15
Leadership and Organizational Culture	66	4.31	0.70	-0.19	-0.81
Adaptability	66	4.10	0.72	-0.42	-0.99
Knowledge Sharing	66	4.33	0.66	-0.22	-1.01
Decision-Making Quality	66	4.00	0.79	-0.27	-0.92
Innovation and Creativity	66	3.82	0.85	-0.11	-0.80
Problem Solving	66	4.20	0.74	-0.35	-0.95

Table 8 provides the descriptive information for HRM practices and organizational intelligence dimensions. The outcomes show relatively good results in terms of the mean values for all variables, meaning that the academic employees within Jordanian universities view the HRM practices and organizational intelligence positively. The range of skewness values is between -0.42 and 0.10, while the kurtosis values range is from -1.15 to -0.80. Because any value does not exceed ±2, it is possible to say that the data is approximately normally distributed, meaning that all assumptions needed to conduct various parametric statistical analyses, such as Pearson correlation and multiple regression analysis are met. The relatively small standard deviations indicate that the perceptions of the respondents are consistent, meaning that the respondents share the same or very similar attitudes towards the presented HRM practices and organizational intelligence.

5. DISCUSSION

The present research investigated the effect of Human Resource Management (HRM) practices on organizational intelligence in the higher learning institutions of Jordan amid future technological education. The results indicate that HRM practices have significant impact on the enhancement of organizational intelligence through improvement of

knowledge sharing, innovativeness, quality of decision making, and organizational adaptability. The results show that training and development and leadership and organizational culture are the most important HRM practices in upgrading the level of organizational intelligence. Based on these results, it is possible to conclude that higher learning institutions that focus on continuous learning and development of their staff may develop better organizational intelligence capabilities. This finding corresponds to the research carried out by Albrecht et al. (2015), who point out that organizational learning and continuous development are the main driving forces of organizational intelligence and sustainability.

5.1. HRM Practices and Organizational Intelligence

The descriptive statistics show that there are favorable attitudes to HRM practices used by higher learning institutions of Jordan. According to HRM indicators, the highest mean score was reported for training and development, and was followed by leadership and organizational culture, which means that universities pay great attention to the development of staff competence and creation

5.2. Comparison with Previous Studies

The findings of this study are comparable to the findings of several prior studies indicating a positive impact of HRM practices on organizational intelligence and organizational performance. Specifically, it supports the research findings suggesting that training and development supports organizational learning, knowledge sharing, and innovations, while good leadership improves organizational adaptability and strategic decision-making. The findings correspond to previously documented evidence to support the idea that universities as knowledge-based organizations rely a lot on efficient HRM systems in managing intellectual resources and sustaining competitiveness. At the same time, the lower scores as to innovation and employee relations confirm that Jordanian universities have problems with creating favorable working conditions for innovation, participation in decision-making, and collaboration. The implication is that addressing these issues would improve the level of organizational intelligence. Overall, the findings give solid evidence regarding the importance of HRM practices for generating organizational intelligence. Investing in leadership skills development, training, knowledge management, and creation of organizational culture will increase the quality of institutional decision-making and improve overall performance effectiveness.

6. CONCLUSION

This research studied how specific Human Resource Management (HRM) tactics effect organizational intelligence at universities in Jordan in the light of what educational technologies will look like in the future. In particular, the study reveals strong empirical data demonstrating that HRM practices are central for boosting organizational intelligence through the enhancement of knowledge sharing, innovations, decision making, and adaptiveness of organizations. The results show that all the studied HRM practices contribute to boosting organizational intelligence, but their level of influence differs. Training and development, along with leadership and organizational culture, proved to be the most important factors behind the development of organizational intelligence. The findings indicate that continuous learning and leadership effectiveness are extremely important for developing organization's capabilities in a fast-changing technological environment. However, moderate impacts on organizational intelligence were discovered for recruitment and selection, performance management, and employee relations. Therefore, these issues are of importance but their effect can be improved with better implementation in cooperation with digital HRM systems and in accordance with future educational practices. The study proves that aligning HRM strategies with the needs of future technological education can significantly strengthen organizations' intelligence. It is crucial for universities to implement ongoing training programs for professional development in areas such as digitalization, artificial intelligence, data analytics, and upcoming technological innovations in education methods to allow knowledge flow and innovation.

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