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An Empirical Study on Personalized Education: Investigating Employee Perceptions of AI-Augmented Training.

Prof. Mrs. Vandana Mathur and Miss. Yukta Prashant Dahanukar
Thakur College of Engineering and Technology, Kandivali (East)
vndnmthr@gmail.com and yuktad2406@gmail.com

Abstract: *The current research focuses on the application of Artificial Intelligence (AI) in the modification of traditional corporate training processes to develop customized education systems. The conventional training processes based on instruction-led models, although organized and scalable, lack the ability to cater to the varied needs of learners and meet the ever-changing demands for skills. The research paper employs a qualitative secondary data analysis method to understand the impact of AI-based training processes like adaptive learning systems, personalized learning paths, AI-based feedback, intelligent tutoring systems, and learning analytics on employee perceptions and learning outcomes. The results of the study show that AI-based personalization increases the perceived relevance, reduces the time required for skill development, improves task performance, and enables continuous competency development. Nevertheless, its successful execution is contingent upon organizational preparedness and human support...*

Keywords: AI in HR, Personalized Training, Learning Analytics, Employee Development, Learning Management System.

I. INTRODUCTION

1.1 Background of Study:

It is observed that education has always been instruction led. A person is supposed to follow their mentor or leader and do as they suggest. We can also see that everything is highly schedule driven. Although this promotes timely completion of work, it can also lead to lack of flexibility. Everyone is supposed to study the same concepts in an existing manner.

This method of teaching can generate more learners in a definite time. But, it also results in production of homogeneous learners. They who will have the same stable, adequate and linear skill requirements.

1.2 Context of the Problem:

In the contemporary management the organizations operate in volatile environments. The working conditions tend to keep changing quickly. The skillset depreciate quickly and job roles evolve continuously.

It's also such that the workforces are different in terms of prior knowledge, learning speed, motivation and career trajectories.

1.3 Importance of Study:

The early attempts of improving the system and using AI relied on E-Learning and Learning Management System (LMS). E-learning is the digital delivery of learning context while LMS is a management layer. It stores data, tracks progress, generates reports and enforces compliance. These attempts were useful as they cut cost and improved scalability but, the simply digitalized old study files rather than transforming performance.

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Later, with advancements in technology Artificial Intelligence (AI) was introduced in organization management. It helped in enabling training platforms which helped the learners to understand studies at a granular level. This was made possible by advances in Machine Learning (ML) natural language processing, learning analytics and recommendation systems.

AI-powered systems can analyze performance data, behavioural patterns, assessment results & contextual signals in real time.

1.4 Analysis of Study:

In this study we are going to analyze how AI can be a necessity to an organization in employee training and improving the overall organizational efficiency. AI can learn the user patterns and suggest training programs in a structured manner. This leads to upskilling and reskilling the employees while minimizing downtime.

A well-organized AI program understands the company goals and core working and build suitable coursework which ensures outcomes relevant to business. Also, traditional training practices lacked feedback loops which made their system weak. AI ensures continuous surveys are carried so that it can have timely updates.

II. REVIEW OF LITERATURE:

According to K. Shourya; Z. Shen (2024), by aligning educational pathways with specific job requirements, it caters to the growing need for job-specific programs, especially among Gen Z.

Zhang, Q. (2024). Harnessing artificial intelligence for personalized learning pathways: A framework for adaptive education management systems.

M. K. Rais, A. Mukherjee and J. C. Albrecht, "AI-Driven Personalization of Project Management Learning Paths," (2025) findings found that implementing AI-driven solutions could optimize time, targeted skill development, increase motivation and engagement, objective learning paths, personalized feedback, and provide real-time response.

III. OBJECTIVES

To analyze the limitations of conventional corporate training in addressing diverse learner needs and rapid skill obsolescence.

Examine the role of AI in enabling adaptive & personalized learning.

Identify organizational & data-driven factors influencing positive implementation of AI training.

Examine challenges & risks associated with AI learning.

IV. RESEARCH METHODOLOGY

4.1 Research Design:

This research is qualitative in nature. The study is written in a conceptual and descriptive manner. The analysis was based on the previous studies of relevant research topics.

4.2 Nature of Data:

The study is purely based on secondary data analysis. The resources were collected from articles and journals from various sources.

4.3 Data Sampling:

There are no data samples as the study is based on secondary data.

V. CONCEPTUAL FRAMEWORK

The thematic framework of this study is that AI-augmented training combined with personalized education systems influences employee perceptions. These perceptions results in learning outcomes and the quality of personalization

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experienced like adaptive recommendations, personalized learning pathways, and AI-driven feedback. The personalized learning and training models are helpful in building employee relevance, autonomy and fairness in training. This also facilitates employee engagement, skill development, and acceptance of AI-enabled learning.

There is a relationship between organization and human factors such as clarity, trust in AI systems, digital readiness, and the presence of human facilitation, which influences how employees respond to AI training initiatives.

VI. DATA ANALYSIS AND INTERPRETATION

Adaptive learning systems: AI dynamically adjusts content difficulty, understanding, pace, and sequence based on learner performance.

Personalized learning pathways: AI recommends individualized modules aligned with role, skill gaps and career goals and aligns them with organizational objectives.

AI-driven feedback and assessment: Real-time feedback, automated evaluations, doubt solving and predictive performance insights.

Intelligent tutoring systems and Chabot's: AI provides on-demand guidance, explanations, and practice support.

Learning analytics and performance prediction: AI analyzes behavioral and performance data to predict outcomes and identify risks.

VII. FINDINGS

1. Findings indicate that participants seek faster skill acquisition, reduced time to capability and improved task accuracy due to alignment with individual performance levels.
2. AI-recommended modules tailored to role requirements and skill gaps. This contributed to stronger knowledge retention and improved application of learning to job responsibilities.
3. Also, employees perceived consistent improvement in structural skill development due to immediate performance insights and guidance.
4. Continuous support mechanisms enhanced learning continuity and problem resolution during training.
5. Behavioral data analysis supported early identification of learning gaps and risk areas. Targeted interventions were associated with improved productivity and lower training failure rates.

VIII. RECOMMENDATIONS

Align AI Training with Business Competencies:

Establish aptitude frameworks for roles before adopting AI technology to enable personalization that aligns with business goals.

Integrate AI with LMS and Performance Systems:

Integrate AI technology with existing Learning Management Systems (LMS) and performance data to measure the effectiveness of learning.

Human Oversight and Facilitation:

Integrate AI personalization with human facilitation by trainers and mentors to retain adaptable learning and employee trust.

Enhance Data Governance and Transparency:

Develop policies on data usage and algorithm transparency to boost employee confidence in AI-enabled learning systems.

Continuously Monitor and Optimize Learning Analytics:

Apply learning analytics to detect skill gaps early, assess training programs, and optimize adaptive models for improvement.

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IX. LIMITATIONS

The study may concentrate only on a few industries such as manufacturing and IT and the results may not be applicable to all industries.

Performance is measured through employee feedback & surveys which may be biased or subjective.

The cost of AI deployment may not be sufficiently examined.

X. CONCLUSION

The findings of this study confirm that traditional corporate training models are not adequate to deal with workforce diversity and skill obsolescence. AI-based training solutions bring in adaptive, data-driven, and learner-focused approaches that increase the potential for personalization and employee engagement. By using adaptive learning, real-time feedback, intelligent tutoring, and predictive analytics, AI makes structured upskilling and reskilling possible in line with organizational objectives.

The results indicate that employees feel that AI-based personalization is more relevant, efficient, and supportive of competency building than traditional training models. Nevertheless, the effectiveness of such models is dependent on the development of well-structured competency models, seamless integration with LMS and performance management systems, effective data management, and human oversight.

Although AI has tangible benefits in terms of learning continuity and targeted interventions, its effectiveness is still dependent on organizational culture, trust in AI-based solutions, and readiness. Hence, AI-based personalized education should be conceptualized as a strategic enabler of workforce agility rather than a pure technology solution.

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