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A Conceptual Framework for AI-Enabled Organisational Support in Enhancing Individual Performance in UAE Educational Institutions

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Abstract

Artificial Intelligence (AI) is increasingly transforming educational institutions by supporting decision-making, professional development, performance evaluation, administrative efficiency, and human–technology collaboration. In the UAE education sector, AI adoption is becoming more important as institutions respond to national priorities for digital transformation, innovation, and future-ready education. However, AI does not automatically improve individual performance. Its effectiveness depends on the organisational support provided to employees. This concept paper proposes the AI-Enabled Organisational Support Framework for Individual Performance in UAE Educational Institutions. The framework explains how AI-enabled individual practices influence individual performance both directly and indirectly through organisational support. AI-enabled individual practices include AI awareness among managers and leaders, AI-driven learning and development, AI-enabled human error reduction, AI infrastructure and system integration, AI-related information security, and individual technical competence in using AI systems. Organisational support is positioned as the mediating variable and includes leadership guidance, training, technical assistance, ethical governance, secure infrastructure, trust-building, motivation, AI acceptance, and reduced technology resistance. The framework is grounded in the Technology Acceptance Model, Self-Determination Theory, and Structuration Theory, which

together explain the technological, psychological, and organisational factors shaping AI use. The paper argues that AI improves individual performance when institutions create supportive conditions that enable employees to understand, accept, trust, and use AI effectively. The proposed framework provides a foundation for future empirical research and offers practical guidance for UAE educational institutions seeking to enhance work quality, efficiency, decision-making, professional development, and institutional contribution through human-centred AI adoption.

Keywords: Artificial Intelligence, organisational support, individual performance, UAE educational institutions, technology acceptance, AI-enabled learning, Human–AI collaboration

1. Introduction

Artificial Intelligence (AI) has emerged as a major force reshaping contemporary organisations by influencing how work is performed, decisions are made, and organisational resources are managed. Across sectors, AI is increasingly used to automate routine tasks, support decision-making, strengthen performance evaluation, and improve operational efficiency. In organisational contexts, AI is no longer viewed solely as a technical innovation but also as a strategic capability that can enhance employee performance, institutional effectiveness, and competitive advantage (Wamba-Taguimdje et al., 2020). Research on human–AI collaboration further suggests that AI is most valuable when it complements human expertise and supports joint decision-making rather than replacing professional judgement entirely (Jarrahi, 2018; Inkpen et al., 2022). However, the effectiveness of AI depends not only on the availability of intelligent systems, but also on whether employees understand, trust, and use these systems effectively within their daily work practices.

The growing relevance of AI is particularly evident in educational institutions, where organisational performance depends heavily on professional judgement, leadership effectiveness, continuous learning, and human interaction. AI technologies can support teachers, administrators, academic staff, and institutional leaders by improving access to information, enhancing feedback systems, reducing repetitive tasks, and supporting evidence-based decision-making. In performance management contexts, AI has also been associated with personalised learning, continuous feedback, and employee development (Mehta, 2020). Other studies indicate that AI-enabled systems may contribute to administrative efficiency and human error reduction when supported by appropriate organisational processes (Lamphon & Abunar, 2021; Zaid et al., 2018). Nevertheless, educational institutions remain fundamentally human-centred environments. Consequently, AI adoption may improve performance only when employees receive sufficient organisational support to integrate AI into their professional responsibilities in meaningful and ethical ways.

Within the UAE, interest in AI adoption has intensified because national development strategies increasingly prioritise digital transformation, innovation, and future-oriented education. The UAE government has invested significantly in AI development and has promoted AI integration across educational institutions and public-sector systems (Ministry of State for Artificial Intelligence, Digital Economy and Remote Work Applications, 2024). Recent educational reforms further demonstrate growing emphasis on AI literacy, AI curriculum integration, and preparing learners for an AI-driven economy (Bhat, 2023; UNESCO, 2023). Initiatives introducing AI-related learning into schools and universities also reflect broader national ambitions to position the UAE as a leader in technological innovation (Elhadary, 2025; “UAE Makes AI Classes Mandatory from Kindergarten,” 2025). At the higher education level, positive attitudes toward AI adoption among students and institutions suggest increasing readiness for AI-enabled educational transformation (Anthology, 2023). However, successful implementation requires more than technological investment. Educational institutions must also establish organisational conditions that enable employees to use AI confidently, responsibly, and effectively.

Despite increasing research interest in AI adoption, much of the existing literature focuses primarily on automation, technological efficiency, or organisational innovation. Comparatively less attention has been given to how AI influences individual performance, particularly within educational settings where performance is shaped by competence, motivation, trust, leadership support, and professional autonomy. This limitation is important because AI adoption does not automatically generate positive performance outcomes. Employees may resist AI systems if they perceive them as complex, threatening, unfair, or difficult to use. Similarly, AI initiatives may fail when institutions do not provide sufficient training, technical support, secure infrastructure, or leadership guidance. The Technology Acceptance Model suggests that technology use depends strongly on perceived usefulness and perceived ease of use (Davis, 1989), while Self-Determination Theory emphasises the importance of competence, autonomy, and relatedness in shaping motivation and behaviour (Deci & Ryan, 2000; Ryan & Deci, 2000). Ethical concerns involving privacy, fairness, transparency, and human identity further reinforce the need for responsible organisational support during AI implementation (Floridi, 2020; Petropoulos, 2018).

Against this background, the present paper develops a conceptual framework explaining how AI-enabled organisational support contributes to individual performance in UAE educational institutions. The framework proposes that AI-enabled individual practices may enhance performance by improving learning, strengthening decision-making, reducing human error, and supporting professional development. However, these benefits are unlikely to emerge without supportive institutional conditions. Accordingly, the framework identifies several dimensions of AI-enabled individual practices, including AI awareness among managers and leaders, AI-driven learning and development, AI-enabled human error reduction, AI infrastructure and system integration, AI-related information security, and individual technical competence in using AI systems. These dimensions are expected to contribute to work quality, efficiency, innovation, and professional effectiveness when integrated appropriately within institutional practices (Lamphon & Abunar, 2021; Mehta, 2020).

The framework further argues that organisational support acts as the mechanism through which AI-enabled practices influence individual performance. Organisational support refers to the extent to which institutions provide leadership guidance, technical assistance, ethical governance, communication, secure systems, training opportunities, and support for reducing technology resistance. When such support mechanisms are available, employees are more likely to accept AI systems, develop confidence in their use, and apply them productively within their professional roles. This position is theoretically supported by the Technology Acceptance Model, which explains technology acceptance through usefulness and ease of use (Davis, 1989), and by Structuration Theory, which highlights how organisational structures and human agency shape technology use within institutions (Giddens, 1984). Self-Determination Theory further supports the argument that employees are more likely to engage positively with AI when institutions strengthen their sense of competence, autonomy, and professional capability (Deci & Ryan, 2000).

The proposed framework therefore adopts a socio-technical and human-centred perspective on AI-enabled performance improvement. Rather than treating AI as an independent

technological solution, the framework conceptualises AI adoption as a process shaped by the interaction between technological capability, organisational structures, institutional readiness, and human behaviour. In this sense, AI-enabled performance depends not only on technological systems, but also on whether educational institutions provide the conditions necessary for employees to trust, understand, and use AI effectively (Neumann et al., 2024).

Accordingly, this concept paper aims to develop a theoretically grounded framework explaining how AI-enabled organisational support influences individual performance in UAE educational institutions. By linking AI-enabled practices, organisational support, and individual performance, the paper contributes to the growing discussion on human-centred AI adoption in education. The framework also provides a foundation for future empirical research and offers practical guidance for educational institutions seeking to align AI adoption with national digital transformation goals while supporting employee capability and institutional effectiveness.

2. Issues and Challenges of AI Adoption in the UAE Education System

Artificial Intelligence adoption in the UAE education system should not be viewed only as a technological development. It is also an organisational and human-centred process that affects teachers, administrators, academic staff, school leaders, students, and institutional performance. Although AI has the potential to improve decision-making, professional development, assessment, inclusion, administrative efficiency, and learning outcomes, its successful adoption depends on the support systems provided within educational institutions.

One major issue is the gap between AI policy ambitions and practical implementation in schools and universities. The UAE has shown strong commitment to AI integration in education, but educational institutions may still face challenges in translating national AI goals into effective classroom and workplace practices. AI tools require clear policies, reliable infrastructure, teacher training, technical support, and alignment with educational objectives. Without these organisational conditions, AI may remain a policy aspiration rather than a practical tool for enhancing individual performance. This is particularly important in AI-driven assessment, where institutions must ensure that AI systems are valid, fair, transparent, and connected to real teaching and learning practices (Ghreir et al., 2025).

Teacher readiness is another significant challenge. The effectiveness of AI in enhancing individual performance depends on whether teachers and educational staff have the knowledge, confidence, and technical competence to use AI tools effectively. Some educators may lack adequate training in AI-supported teaching, assessment, feedback, and professional development. This can lead to limited use, misuse, or resistance to AI systems. Therefore, continuous professional development, leadership guidance, and technical assistance are necessary to help teachers integrate AI into their work confidently and productively. Ahmed (2020) emphasises that AI adoption in the UAE education sector depends on institutional readiness and the ability of educators to understand and apply AI systems effectively.

Another challenge concerns students' awareness and responsible use of AI. As AI applications such as ChatGPT and other intelligent learning platforms become more common,

students need guidance on how to use these tools ethically and critically. Overdependence on AI may affect originality, academic integrity, critical thinking, and independent learning. Al-Rawashda et al. (2026) show that students' awareness of AI applications is an important issue in the UAE educational process. Therefore, AI literacy should be developed not only among teachers and leaders, but also among students, so that AI becomes a tool for learning enhancement rather than academic shortcutting.

Inclusive education also presents both opportunities and challenges for AI adoption. AI can support students with special needs through adaptive learning systems, assistive technologies, personalised feedback, and learning analytics. However, these benefits depend on whether AI tools are accessible, culturally appropriate, affordable, and suitable for diverse learners. El Naggar et al. (2024) argue that AI can enhance inclusive education in the UAE, while Altakhaineh et al. (2026) highlight the importance of teachers' and parents' perspectives in integrating AI for students with special needs in Jordan and the UAE. This suggests that successful AI adoption requires inclusive design, stakeholder involvement, specialist training, and continuous evaluation of AI tools.

Ethical governance is another major issue. AI adoption in education involves the collection, processing, and analysis of sensitive student and staff data. This raises concerns about privacy, fairness, bias, transparency, surveillance, and accountability. If educational employees do not trust AI systems, they may resist using them or question their role in performance evaluation and decision-making. Oloyede (2025) stresses the importance of building ethical and inclusive smart learning ecosystems in the UAE. Ethical governance is therefore necessary because trust, transparency, and data protection are essential for AI acceptance and effective use.

AI-driven assessment also creates challenges for individual performance. AI can support automated grading, feedback generation, adaptive testing, and performance prediction. However, assessment systems must be carefully monitored to avoid bias, inaccurate evaluation, and overdependence on automated judgement. This is especially important in K-12 education, where assessment influences student progression, teacher decisions, and institutional accountability. Ghreir et al. (2025) argue that bridging theory and practice in AI-driven assessment is essential for UAE K-12 education. This reinforces the need for support structures that ensure AI assessments are reliable, explainable, and aligned with educational goals.

Higher education institutions in the UAE also face challenges in balancing innovation with academic integrity. AI can enhance personalised learning, research support, student services, and institutional decision-making. However, it may also create concerns about plagiarism, unequal access, over-reliance on automated writing, and the changing role of lecturers. Al-Bukhari et al. (2026) discuss the UAE model of AI-driven higher education transformation as a pathway toward inclusive and innovative learning. This means that universities must provide clear AI policies, staff training, student guidance, and ethical standards to ensure that AI supports individual performance rather than weakening academic quality.

Teacher licensing and professional regulation represent another emerging challenge. As AI becomes part of teaching, learning, assessment, and institutional management, teacher licensing systems may need to include AI literacy, digital pedagogy, ethical AI use, and data-informed decision-making. Abdallah and Awad (2026) argue that integrating AI and technology into UAE teacher licensing systems can support global education reforms. However, this also requires careful planning because institutions must define AI-related professional competencies and provide teachers with the support needed to meet these expectations.

Overall, the issues and challenges of AI adoption in the UAE education system show that AI tools alone cannot enhance individual performance. Educational institutions must provide leadership commitment, teacher training, student AI literacy, ethical governance, inclusive design, secure infrastructure, technical assistance, and continuous professional development. When these organisational conditions are present, AI can be translated from a technological tool into a meaningful support system for improving individual performance in UAE educational institutions.

3. Foundational Theories for the Framework

The development of an AI-enabled organisational support framework requires a theoretical foundation that explains how technology, people, and organisational conditions interact. AI adoption in educational institutions is not merely a technical process involving the installation or use of digital systems. Rather, it is a socio-technical process that involves human acceptance, motivation, leadership behaviour, organisational culture, institutional rules, and the availability of support structures. Therefore, understanding how AI contributes to individual performance requires theories that can explain both the human and organisational dimensions of technology use.

At the broadest level, AI-enabled performance improvement depends on whether individuals are willing and able to use AI systems in their work. The Technology Acceptance Model provides a useful explanation of this process. According to Davis (1989), individuals are more likely to accept and use a technology when they perceive it as useful and easy to use. In the context of UAE educational institutions, this means that teachers, administrators, managers, and leaders are more likely to adopt AI tools when they believe that such tools can improve work quality, reduce workload, support decision-making, and enhance professional development. However, if AI systems are perceived as complex, unclear, unreliable, or threatening, employees may resist their use. Therefore, this theory supports the argument that organisational support is necessary to improve AI acceptance through training, communication, user-friendly systems, and leadership guidance.

Beyond acceptance, AI use also depends on how individuals feel about the technology and how it affects their motivation. Self-Determination Theory explains human motivation through the psychological needs of autonomy, competence, and relatedness (Deci & Ryan, 2000; Ryan & Deci, 2000). This theory is relevant because AI can either strengthen or weaken employee motivation depending on how it is introduced and used. When AI provides useful feedback, personalised learning, professional development opportunities, and decision

support, it may increase employees' sense of competence and confidence. However, when AI is imposed without explanation, used mainly for monitoring, or perceived as reducing professional autonomy, it may create anxiety, resistance, and disengagement. Therefore, organisational support is needed to ensure that AI enhances motivation, builds competence, and supports employees rather than making them feel controlled or replaced.

At the organisational level, AI implementation is shaped by institutional structures, leadership practices, policies, routines, and cultural norms. Structuration Theory explains the relationship between human agency and organisational structures (Giddens, 1984). This theory is important because AI does not operate independently from the institution in which it is used. Its impact depends on how leaders communicate its purpose, how policies guide its use, how infrastructure supports it, and how employees integrate it into their daily practices. In educational institutions, AI-enabled performance improvement is therefore influenced by leadership support, organisational readiness, staff participation, technical infrastructure, and institutional culture. Structuration Theory supports the role of organisational support as a mediating mechanism that links AI-enabled practices to individual performance.

These three theories provide a strong foundation for the proposed framework. The Technology Acceptance Model explains why individuals accept or resist AI systems. Self-Determination Theory explains how AI affects motivation, competence, autonomy, and engagement. Structuration Theory explains how organisational structures and leadership practices shape the use of AI in institutional settings. By integrating these perspectives, the proposed framework examines AI not only as a technological tool, but as a human-centred organisational support system that can improve individual performance when supported by appropriate institutional conditions.

4. Review on the Constructs of the Framework

The proposed framework is built on the assumption that AI-enabled performance improvement is not only a technological issue, but also a human and organisational issue. In educational institutions, AI may provide tools for learning, decision-making, feedback, automation, and performance evaluation. However, these tools only create value when individuals are capable of using them and when institutions provide the necessary support for their effective use. Therefore, the framework focuses on three major constructs: AI-enabled individual practices, organisational support, and individual performance. These three constructs are connected in a direct and indirect relationship. The framework proposes that AI-enabled practices can improve individual performance directly, but that this relationship is also explained through organisational support. This means that AI tools, skills, and systems are more likely to improve performance when educational institutions provide training, leadership support, technical infrastructure, trust, ethical guidance, and a supportive culture.

4.1 AI-Enabled Individual Practices

At the broadest level, AI-enabled individual practices refer to the ways in which individuals use AI-related knowledge, skills, tools, systems, and behaviours to improve their work. In contemporary organisations, AI is increasingly used to support decision-making, performance

evaluation, learning, feedback, and work efficiency. Rather than replacing human judgement completely, AI can support employees by providing information, analysis, recommendations, predictions, and personalised feedback that improve how individuals perform their roles (Jarrahi, 2018; Inkpen et al., 2022).

In educational institutions, these practices are especially important because teaching, administration, leadership, and policy work depend heavily on professional judgement, continuous development, accuracy, and effective decision-making. AI can support teachers in lesson planning, feedback analysis, assessment, and professional learning. It can also support administrators and leaders in reporting, planning, performance monitoring, staff development, and institutional decision-making. Therefore, AI-enabled individual practices are positioned as a key starting point in the proposed framework.

In this concept paper, AI-enabled individual practices include six dimensions which are AI awareness and understanding among managers and leaders, AI-driven learning and development, AI-enabled human error reduction, AI infrastructure and system integration, AI-related information security, and individual technical competence in using AI systems. These dimensions represent the practical conditions that allow individuals to use AI effectively in their work.

AI awareness among managers and leaders is important because leadership understanding influences how AI is introduced, communicated, and supported within institutions. AI-driven learning and development can improve employees' professional growth by offering personalised feedback, targeted training, and adaptive learning opportunities. AI-enabled human error reduction can improve accuracy, consistency, and work quality. AI infrastructure and system integration provide the technical foundation needed for AI use. AI-related information security builds trust by protecting sensitive institutional, employee, and student data. Finally, individual technical competence enables employees to use AI tools confidently and effectively (Zaid et al., 2018; Mehta, 2020; Nath et al., 2025).

Within the UAE educational context, these AI-enabled practices are becoming increasingly relevant because schools, universities, and educational authorities are placing greater emphasis on AI literacy, digital transformation, and future-ready education. As AI becomes more embedded in educational systems, individuals need not only access to AI tools but also the awareness, skills, confidence, and technical ability to use them productively and ethically.

4.2 Organisational Support

While AI-enabled individual practices are important, they may not automatically lead to improved performance. Employees may have access to AI tools but still experience uncertainty, anxiety, resistance, or lack of confidence if they are not properly supported. For this reason, organisational support is positioned as the mediating construct in the proposed framework. It explains how AI-enabled practices are translated into actual performance improvement.

At a general level, organisational support refers to the extent to which an institution provides the resources, leadership, training, infrastructure, policies, culture, and psychological

conditions needed for employees to use AI effectively. In the context of UAE educational institutions, this support may include leadership encouragement, technical assistance, AI training, ethical guidance, data protection, communication, change management, trust-building, and opportunities for staff participation in AI implementation.

This construct is important because AI adoption involves both acceptance and motivation. According to the Technology Acceptance Model, individuals are more likely to use technology when they perceive it as useful and easy to use (Davis, 1989). Similarly, Self-Determination Theory suggests that individuals are more motivated when they feel competent, autonomous, and supported in their work environment (Deci & Ryan, 2000; Ryan & Deci, 2000). Therefore, organisational support helps employees accept AI, develop confidence, reduce resistance, and use AI in ways that strengthen rather than weaken their professional role.

Organisational support also includes ethical and trust-related conditions. AI systems may raise concerns about bias, privacy, transparency, surveillance, and the possible loss of human autonomy. If employees do not trust AI systems or do not understand how AI is being used, they may resist adoption or use the systems superficially. Therefore, institutions must provide clear policies, secure systems, ethical safeguards, and transparent communication to build trust and confidence in AI-enabled work processes (Floridi, 2020; Ministry of State for Artificial Intelligence, Digital Economy and Remote Work Applications, 2024).

In the proposed framework, organisational support explains the indirect pathway between AI-enabled individual practices and individual performance. For example, AI-driven learning may improve professional development only when employees are trained and encouraged to use AI learning systems. Similarly, AI infrastructure may improve performance only when the organisation provides technical support and ensures system reliability. Information security may improve trust only when employees believe that institutional data and personal information are protected. Thus, organisational support acts as the mechanism that converts AI-enabled practices into meaningful performance outcomes.

4.3 Individual Performance

Individual performance is the dependent construct in the proposed framework. Broadly, it refers to the extent to which employees achieve work-related outcomes effectively and efficiently. In organisational settings, individual performance may include work quality, productivity, decision-making, innovation, professional development, accuracy, adaptability, and contribution to institutional goals.

In educational institutions, individual performance is especially significant because the quality of education depends strongly on the performance of teachers, administrators, academic staff, managers, school leaders, and policymakers. For teachers, performance may involve instructional quality, assessment practices, student support, feedback, and professional growth. For administrators, it may involve accuracy, efficiency, communication, reporting, and service delivery. For leaders and policymakers, it may involve planning, decision-making, staff development, institutional improvement, and strategic alignment.

AI can support individual performance by improving access to information, reducing repetitive tasks, strengthening feedback systems, identifying training needs, and supporting evidence-based decision-making. In performance management, AI can help generate data-driven insights, provide continuous feedback, support objective evaluation, and identify areas for professional development (Lamphon & Abunar, 2021; Mehta, 2020). These capabilities suggest that AI can contribute to better work quality, efficiency, effectiveness, and professional growth.

However, AI-supported performance improvement must be carefully managed. If AI is implemented without transparency, ethical safeguards, or employee involvement, it may create concerns about algorithmic bias, excessive monitoring, reduced autonomy, and mistrust. These risks show that individual performance should not be understood only in terms of productivity. It should also be examined in relation to confidence, motivation, adaptability, professional autonomy, and ethical AI use (Floridi, 2020; Petropoulos, 2018).

In the UAE education sector, the relevance of individual performance is increasing because AI is becoming part of wider educational transformation. UAE-focused sources indicate growing attention to AI education, AI curriculum development, and AI adoption in schools and universities (Bhat, 2023; Elhadary, 2025; Anthology, 2023). Therefore, this framework studies individual performance not only as a work outcome, but also as a reflection of how well educational employees are supported to use AI responsibly, confidently, and effectively.

Overall, the three constructs work together to explain the logic of the proposed framework. AI-enabled individual practices provide the tools, skills, and systems needed for AI use. Organisational support provides the leadership, training, trust, motivation, and infrastructure needed to make AI use meaningful. Individual performance represents the expected outcome of this process. The framework therefore argues that AI can improve individual performance in UAE educational institutions when it is supported by strong organisational conditions.

5. Development of Framework and Hypothesis

The proposed framework was developed through a conceptual synthesis of literature on artificial intelligence adoption, organisational support, and individual performance in educational institutions. The framework development process followed three main stages. First, literature on AI in organisations and education was reviewed to identify recurring AI-related practices that influence employee work behaviour and performance. Studies on human–AI collaboration show that AI can support decision-making when it complements, rather than replaces, human judgement (Jarrahi, 2018; Inkpen et al., 2022). Literature on AI in performance management also indicates that AI can support feedback, employee evaluation, learning, and work efficiency (Mehta, 2020; Lamphon & Abunar, 2021).

Second, the identified AI-related practices were grouped into conceptually related dimensions. These dimensions were selected because they represent the main conditions required for individuals to use AI effectively in educational institutions. AI awareness and understanding among managers and leaders was selected because leadership knowledge influences how AI is introduced, communicated, and supported. AI-driven learning and development was

included because AI can support personalised training, continuous feedback, and professional growth (Mehta, 2020). AI-enabled human error reduction was selected because AI can improve accuracy and consistency in administrative and academic work (Zaid et al., 2018). AI infrastructure, networking, and system integration were included because reliable systems are necessary for effective AI implementation. AI-related information security was selected because educational institutions handle sensitive student, staff, and institutional data. Individual technical competence was included because employees require sufficient skills and confidence to use AI systems productively.

Third, the relationships among these constructs were interpreted through three theoretical perspectives. The Technology Acceptance Model explains that individuals are more likely to use technology when they perceive it as useful and easy to use (Davis, 1989). Self-Determination Theory explains that motivation and performance improve when individuals experience competence, autonomy, and relatedness (Deci & Ryan, 2000; Ryan & Deci, 2000). Structuration Theory explains that technology use is shaped by the interaction between human agency and organisational structures (Giddens, 1984). These theories justify the framework's focus on both technological capability and organisational support.

Based on this synthesis, the framework identifies six Lower-Order Constructs (LOCs) that collectively form the Higher-Order Construct (HOC) of AI-Enabled Individual Practices. These LOCs are AI awareness and understanding among managers and leaders, AI-driven learning and development, AI-enabled human error reduction, AI infrastructure, networking and system integration, AI-related information security, and individual technical competence in using AI systems. Treating these dimensions as a higher-order construct is appropriate because AI-enabled practice is multidimensional. For example, technical competence alone may not improve performance if infrastructure is weak, while strong infrastructure may not produce benefits if employees lack trust, skills, or awareness.

The proposed framework argues that AI-Enabled Individual Practices influence Individual Performance directly. AI can improve performance by supporting work quality, efficiency, decision-making, professional development, innovation, and contribution to institutional goals. In educational institutions, AI may help teachers, administrators, managers, and leaders access information, reduce repetitive tasks, improve feedback, and make more informed decisions. However, AI does not automatically lead to better performance. Ethical concerns, privacy risks, mistrust, and overdependence on automated systems may limit the benefits of AI adoption (Floridi, 2020; Petropoulos, 2018).

For this reason, Organisational Support is positioned as a mediating variable. Organisational support explains how AI-enabled practices are translated into actual performance improvement. Employees may have access to AI systems, but without training, technical assistance, leadership guidance, secure infrastructure, and transparent communication, they may experience uncertainty or resistance. Organisational studies show that AI benefits depend not only on technology availability but also on institutional readiness, employee acceptance, and implementation support (Neumann et al., 2024). Therefore, organisational support helps employees accept AI, develop trust, build competence, and use AI systems

effectively.

The mediating role of organisational support is also theoretically justified. From the Technology Acceptance Model perspective, organisational support can increase perceived usefulness and perceived ease of use through training and communication (Davis, 1989). From the Self-Determination Theory perspective, support can improve employees' sense of competence and autonomy when AI is introduced as a tool for empowerment rather than control (Deci & Ryan, 2000). From the Structuration Theory perspective, organisational policies, leadership practices, infrastructure, and staff participation shape how AI is actually used in daily institutional routines (Giddens, 1984).

The framework therefore adopts a human-centred view of AI-enabled performance improvement. AI can provide analysis, predictions, recommendations, and feedback, but human interpretation and professional judgement remain essential in educational institutions. This is especially important because education depends on ethical reasoning, contextual understanding, and human interaction. Thus, the framework proposes that AI improves individual performance most effectively when it complements human expertise and is supported by strong organisational conditions. The proposed framework is presented in Figure 1.

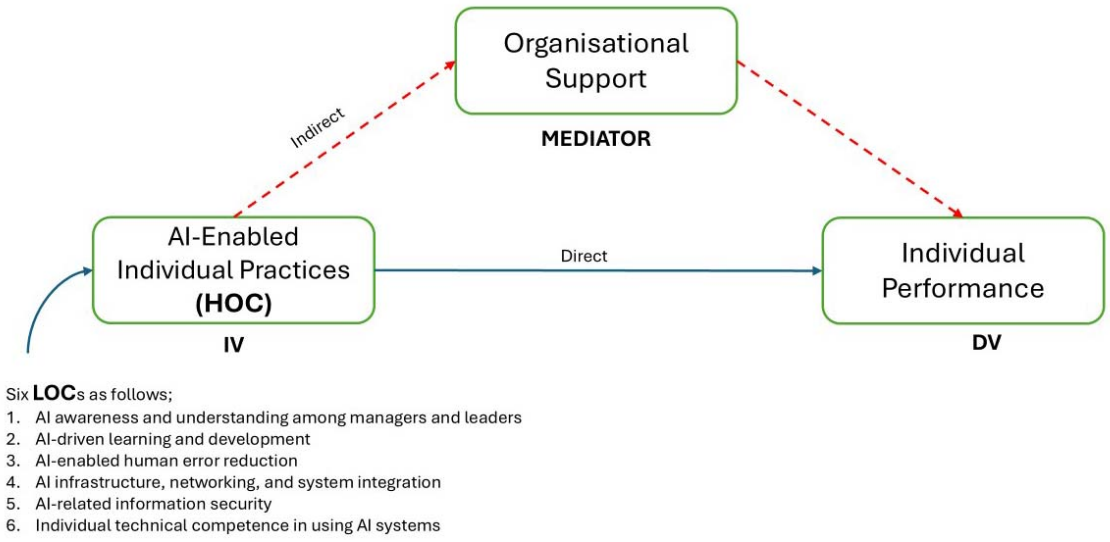

Figure 1. The AI-enabled organisational support framework for individual performance in UAE educational institutions

Based on the HOC structure, the following main hypotheses are proposed:

H1: AI-enabled individual practices have a significant positive effect on individual performance in UAE educational institutions.

H2: AI-enabled individual practices have a significant positive effect on organisational support in UAE educational institutions.

H3: Organisational support has a significant positive effect on individual performance in UAE educational institutions.

H4: Organisational support mediates the relationship between AI-enabled individual practices and individual performance in UAE educational institutions.

Based on the LOC structure, the following sub-hypotheses are proposed:

H1a: AI awareness and understanding among managers and leaders significantly contribute to AI-enabled individual practices.

H1b: AI-driven learning and development significantly contributes to AI-enabled individual practices.

H1c: AI-enabled human error reduction significantly contributes to AI-enabled individual practices.

H1d: AI infrastructure, networking, and system integration significantly contribute to AI-enabled individual practices.

H1e: AI-related information security significantly contributes to AI-enabled individual practices.

H1f: Individual technical competence in using AI systems significantly contributes to AI-enabled individual practices.

Overall, the proposed framework explains AI-enabled individual performance as a socio-technical process. Its main contribution is that it does not treat AI as an independent solution to performance problems. Instead, it argues that AI-enabled practices improve performance when educational institutions provide the organisational support necessary for employees to understand, trust, accept, and use AI effectively.

6. Applicability of the Framework in Future Research

The proposed AI-Enabled Organisational Support Framework offers several important contributions for future research; however, its applicability should be viewed critically rather than uncritically. Although the framework provides a structured explanation of how AI-enabled individual practices may influence individual performance, the relationship between AI adoption and performance remains context-dependent, dynamic, and influenced by multiple organisational and human factors. Existing literature frequently presents AI as a tool for improving efficiency, decision-making, and professional development (Mehta, 2020; Lamphon & Abunar, 2021). Nevertheless, empirical findings across organisational settings also suggest that AI implementation may produce mixed outcomes, including resistance, mistrust, reduced autonomy, and ethical concerns when institutional support mechanisms are weak (Floridi, 2020; Neumann et al., 2024). Therefore, the framework should not be interpreted as assuming that AI adoption automatically produces positive performance outcomes.

One important contribution of the framework is its attempt to move beyond technologically

deterministic explanations of AI adoption. Many studies on AI implementation focus primarily on technical capability, automation, or organisational efficiency while paying limited attention to employee experiences and institutional support structures. In contrast, the present framework adopts a socio-technical perspective by recognising that AI-enabled performance depends on both technological practices and organisational conditions. This position is consistent with arguments that AI systems are most effective when they complement human judgement rather than replace human expertise (Jarrahi, 2018; Inkpen et al., 2022). However, this assumption itself requires empirical examination because the relationship between human expertise and AI systems may vary across institutional contexts, professional roles, and levels of technological maturity.

The framework may also contribute to future research by providing a multidimensional understanding of AI-enabled individual practices. Rather than treating AI use as a single construct, the framework identifies six dimensions: AI awareness and understanding among managers and leaders, AI-driven learning and development, AI-enabled human error reduction, AI infrastructure and system integration, AI-related information security, and individual technical competence. This multidimensional structure allows future researchers to examine whether some dimensions contribute more strongly to individual performance than others. For example, technical competence may be highly significant in institutions with advanced digital systems, while leadership awareness and organisational communication may be more influential in institutions where AI adoption is still developing. Consequently, future empirical studies should critically examine whether all dimensions contribute equally to AI-enabled performance or whether some dimensions become more significant under specific organisational conditions.

The positioning of organisational support as a mediating variable represents another important aspect of the framework. Existing research suggests that employees are more likely to accept and use technology when institutions provide training, technical assistance, leadership guidance, and clear communication (Davis, 1989). Similarly, Self-Determination Theory suggests that employee motivation depends on competence, autonomy, and supportive organisational environments (Deci & Ryan, 2000; Ryan & Deci, 2000). While these theoretical perspectives support the inclusion of organisational support as a mediator, future studies should critically examine whether organisational support fully mediates the relationship between AI-enabled practices and performance or whether other mechanisms may also be influential. Variables such as organisational culture, employee trust, psychological readiness, digital leadership, or ethical climate may also shape AI adoption outcomes. Therefore, the present framework should be viewed as an initial explanatory model rather than a complete representation of all factors influencing AI-enabled performance.

The framework also creates opportunities for methodological development in future research. Quantitative studies may use Structural Equation Modelling to test the proposed direct and indirect relationships among AI-enabled practices, organisational support, and individual performance. However, relying exclusively on quantitative methods may oversimplify the human experiences associated with AI adoption. Employee perceptions of trust, fear, technological anxiety, and professional identity may not be fully captured through structured

questionnaires alone. For this reason, mixed-methods approaches may provide stronger explanatory value. A quantitative phase may identify statistical relationships among constructs, while qualitative interviews or case studies may explore how employees experience AI implementation in practice (McNabb, 2015; Sandelowski, 2000). Such approaches are particularly important because resistance to AI may emerge from organisational culture, ethical concerns, or perceptions of surveillance rather than from technological limitations alone.

Within the UAE context, the framework has potential applicability across schools, universities, educational authorities, and training institutions. This relevance is strengthened by ongoing national initiatives related to AI integration, digital transformation, and AI literacy development (Bhat, 2023; Ministry of State for Artificial Intelligence, Digital Economy and Remote Work Applications, 2024). Educational reforms introducing AI-related curricula and future-ready learning environments also create opportunities for empirical testing of the framework (Elhadary, 2025). However, future research should avoid assuming that UAE educational institutions represent a homogeneous environment. Institutional readiness, leadership support, infrastructure quality, and staff competence may differ substantially across public and private institutions, rural and urban settings, and different emirates. Therefore, comparative studies are necessary to determine whether the framework functions consistently across institutional contexts.

The framework also has potential policy implications, particularly for educational leadership and institutional development. Educational institutions may use the framework to identify areas requiring organisational support, including AI literacy programmes, technical infrastructure, information security systems, and ethical governance mechanisms. Nevertheless, future research should critically evaluate whether increased AI adoption always improves educational outcomes. AI systems may also generate concerns regarding surveillance, algorithmic bias, overdependence on automated systems, reduced professional autonomy, and unequal access to technology (Floridi, 2020; Petropoulos, 2018). In educational settings, these concerns are especially significant because teaching and learning involve ethical judgement, emotional interaction, and contextual understanding that cannot be fully automated. Consequently, future research should examine not only the benefits of AI adoption but also its unintended organisational and psychological consequences.

Another important area for future research concerns the sustainability of AI-enabled performance improvement. Existing studies often examine AI adoption during early implementation stages, while less attention is given to long-term institutional adaptation. Employees may initially respond positively to AI systems because of novelty or organisational pressure, but these effects may weaken over time if institutions fail to maintain training, technical support, or ethical governance. Therefore, longitudinal studies are necessary to examine whether AI-enabled performance improvements remain stable over time or whether new forms of resistance and dependency emerge during prolonged AI use.

Overall, the framework provides a useful but evolving basis for future empirical investigation. Its primary contribution lies in shifting attention away from purely technological explanations

of AI success toward a broader understanding of organisational support, human capability, and institutional readiness. However, the framework should not be treated as universally applicable without empirical validation. Future research must critically examine the assumptions underlying the framework, test its relationships across different educational contexts, and explore additional organisational and psychological factors that may influence AI-enabled individual performance in UAE educational institutions.

7. Conclusion

This concept paper developed the AI-Enabled Organisational Support Framework to explain how AI-enabled individual practices may influence individual performance in UAE educational institutions. The framework proposes that AI contributes to performance improvement both directly and indirectly through organisational support. In the model, AI-enabled individual practices function as the independent construct, organisational support acts as the mediating construct, and individual performance represents the outcome construct. The framework therefore advances the argument that AI adoption alone is insufficient to improve performance unless educational institutions create conditions that support effective and responsible AI use.

The framework is theoretically grounded in the Technology Acceptance Model, Self-Determination Theory, and Structuration Theory. Together, these perspectives explain how technology acceptance, employee motivation, organisational structures, and human agency interact in shaping AI use within educational settings. Rather than viewing AI as a purely technical innovation, the framework conceptualises AI-enabled performance improvement as a socio-technical process influenced by institutional support, employee capability, and organisational readiness.

A major contribution of the framework is its emphasis on organisational support as the mechanism linking AI-enabled practices to performance outcomes. The framework identifies several dimensions of AI-enabled individual practices, including AI awareness among managers and leaders, AI-driven learning and development, AI-enabled human error reduction, AI infrastructure and system integration, AI-related information security, and individual technical competence. However, these dimensions are unlikely to improve performance in isolation. Their effectiveness depends on whether institutions provide leadership guidance, training opportunities, technical assistance, ethical safeguards, secure systems, and a supportive organisational culture that encourages trust and reduces resistance toward AI adoption.

The framework is particularly relevant within the UAE educational context, where national priorities increasingly emphasise AI integration, digital transformation, and future-ready education. As AI becomes more embedded in schools, universities, and educational administration, educational institutions require clearer models for understanding how AI can support teachers, administrators, academic staff, managers, and institutional leaders. In this regard, the framework provides a structured explanation of how AI-enabled practices may contribute to work quality, efficiency, decision-making, professional development, and institutional effectiveness when supported by appropriate organisational conditions.

At the same time, the framework recognises that AI should not be understood as a replacement for human expertise. Educational environments continue to depend on professional judgement, ethical reasoning, contextual understanding, and human interaction. Consequently, the framework adopts a human-centred perspective in which AI is viewed as a complementary tool that enhances, rather than replaces, human capability.

Overall, the proposed framework offers a foundation for future empirical research, institutional policy development, and AI implementation strategies in UAE educational institutions. Its main contribution lies in highlighting that successful AI-enabled performance depends not only on technological capability, but also on the organisational conditions that enable employees to understand, trust, and use AI effectively and ethically.

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