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AI prediction in Bridging Corporate Leadership and Academia: The Role of Online Learning in Professional Growth

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Abstract

The study aims to review AI-based predictions for bridging Corporate Leadership and Academia. It is proposed to review the role of online learning in professional development for academic leaders. The AI role has increased over time, with it now applying predictive analytics, for instance, to help improve data-driven insights exploration and research outputs under the privilege of decision-making. The study used a primary quantitative method, collecting data from 150 respondents. Smart PLS software is used to outline the data and reveal the results. The AI prediction is an independent variable for bridging Corporate Leadership and Academia as dependent variables. It is found that the role of online learning professional growth for the leaders in academia as a mediating variable is operational. The role of AI has been a motivation for the online professional learning, where leadership in academia can apply the data-driven leadership models...

1 Introduction

Artificial intelligence (AI) is attracting global attention to support decision-making, where specific predictive analytics tools help captivate user attention. Keeping in view the professional role of AI, it has been agreed that decision-making capabilities can be aligned with strategic foundations and data-driven insights to support adaptability and evidence-based functioning, in line with the idea of future-oriented leadership (Kabanda, 2025). The AI role has increased over time, with it now applying predictive analytics, for instance, to help improve data-driven insights exploration and research outputs under the privilege of decision-making (Vargas Portillo, 2025). Corporate leadership in academia is the following department: strategic planning and performance matrix, where innovation and accountability go hand in hand. It is impossible to ignore the role of innovation, as institutions are maintaining academic success and excellence, where sustainability

parameters cannot be avoided. These authors have reviewed the opinion on predictive AI as a bridge to support the idea of a collaborative relationship between academia and the leadership industry, with studies revealing that this bridge impacts both environments to enhance strategic alignment and ensure mutual learning.

Practically, the forecasting skill demand can be supported by AI, where predictive emerging skills can help meet the competencies of the working team and help understand how universities may redesign curricula for modern challenges, under the support of leadership and academia (Sposato, 2024). Using AI helps support the idea that research-to-practice translation is possible through predictive models to understand the needs of innovative foundations and reveal how accelerating organizational value can support real-world applications of AI under successful academic leadership. Drawing on expertise in leadership development, it has been agreed that identifying leadership traits is essential, as they can align with predictive analytics under AI. The two may collaborate to encourage personalized learning through AI-driven leadership stimulators that support academic platforms and deliver better learning outcomes, helping meet the challenges of the modern era.

The study is oriented toward understanding the role of AI predictive analytics in supporting corporate leadership in collaboration with academia. Thinking the two can help reveal how leaders can serve as an expert foundation for bridging the gap between corporate leadership and academic foundations (Kabanda, 2025; AlNuaim et al., 2021). The study is oriented toward understanding the need to enhance leadership development, with corporate leadership serving as a basic bridge to involve academics. AI is not unavoidable in the modern era. This is why the present study is highly focused on understanding AI predictive tools that can enable the shared data ecosystem for universities and corporations (Sposato, 2024).

In an analysis, the content from Khairullah et al. (2025) adds that following AI patterns benefits the working organization, as personalized learning and research pathways can be enhanced under the privilege of strategic support for academic goals and industry modern demands. The study also supports the idea of forecasting the best practices already in use to bridge the gap between corporate leadership and academia in educational foundations. This has been justified by evidence on how leaders can help academia support the organization effectively with modern tools. Kabanda (2025) recommends the use of modern tools because academic leadership must face modern challenges. It is helpful

because the study supports current practices and helps understand how they can be polished to enhance university data ecosystems under the best corporate leadership practices to support academia.

The study aims to review AI-based predictions for bridging Corporate Leadership and Academia. It is intended to review the role of online learning in professional development for academic leaders.

The main objectives are:

1. To analyse the AI role in linking Corporate Leadership and Academia

2. To review online learning professional growth for the leaders and academia to understand the use of AI prediction

3. To recommend best practices based on the present study for the AI role in linking Corporate Leadership and Academia

The research questions are:

1. What is the AI role in linking Corporate Leadership and Academia?

2. How does online professional growth help the leaders and academia to explore AI prediction?

3. What are the best practices based on the present study for the AI role in linking Corporate Leadership and Academia?

Various researchers have reviewed the opinions on corporate leadership and academia to understand how online learning professional growth can be applied to explore AI predictive models. However, it is essential to review the topic through the lens of corporate leadership, in collaboration with academia, where AI plays an important role as a variable. The study is significant because it aims to address the literature gap left by previous authors (Kabanda, 2025; Sposato, 2024; Alqadami et al., 2020), where the AI variable has not been valued as it should be. Further, it focuses on the opinion that leadership can do better in the future to meet the challenges of the modern era, where academia's purpose is to produce the best students who can operate in modern business and other environments.

The study has been divided into six sections, with the initial section outlining the introductory section using a problem statement and background of the study. It also generates research questions and the study's objectives to define the research focus. The study's significance has also been shared. The second section comprises a literature review, in which the literature from previous authors has been discussed, and a literature gap has been identified that should be addressed in the current study. The third chapter discusses the methodological foundations, including a quantitative research design with primary data collection and analysis methods, with justifications. The next section presents the results generated by the smart PLS software in tabular form. This section presents the discussion, in which a collaborative answer to the research questions has been provided. The last section justifies the approval of the hypothesis with the support of concluding remarks, recommendations for future research, and applications of the study

2 Literature Review

AI has been applied across a variety of fields, where personalized professional development is an essential role in facilitating leadership in education (Fukukawa & Trivedi, 2025; Wang et al., 2024). Keeping in view the efficiency of credentials in understanding the needs of employees, the review of facilitation for industry-relevant applications can be helpful in learning the rules of professional leadership and offering growth opportunities to enhance their working efficiency in the educational field. Vargas & Cornejo (2024) reference the use of leadership rules, noting that strategic decision-making can be supported by AI learning and the application of data analytics. Keeping in view the role of evidence-based decision-making and technological disruption control, it has been agreed that encouraging collaborative program designs and understanding the need for grounded realities can be helpful for real-world data applications and for handling AI predictions in the foundations of leadership in education and academia, specifically in the corporate sector.

2.1 Corporate Leadership in Academia

Academia leadership demands the application of relevant principles, wherein the concept of business-inspired leadership models is applicable within the foundations of innovation (Vargas & Cornejo, 2024). Keeping in view the demands of modern systems, it has been concluded that strategic decision-making and human resource leadership need to adapt. In this regard, Sposato (2024) reviewed the leadership dynamics and revealed that

the paradigm shift occurred when leadership sought to use modern tools. This has been justified by evidence showing how leaders can help the academic community support the working organization effectively with modern tools. Kabanda (2025) recommends the use of modern tools because academic leadership must face modern challenges.

Corporate leadership in academia is the following department: strategic planning and performance matrix, where innovation and accountability go hand in hand. It is impossible to ignore the role of innovation, as institutions maintain academic success and excellence, and sustainability parameters cannot be avoided. The practical role of leadership has been instrumental in this regard, enabling academia to receive real-time feedback from current leadership. However, further elaboration and success are possible because they can leverage AI services to redesign the curriculum and align corporate needs with modern applications of AI (Gurulakshmi & Gayathri, 2025). Sposato (2024) agrees with the idea of hybrid leadership roles, noting that anticipating demand through AI-integrated decision-making frameworks can be helpful to technically strategic readers, who can emphasize AI-supported demand anticipation.

The use of forecasting to assess leadership competitiveness has an essential foundation not only in understanding future talent support but also in ensuring that future talent will not be short of automation and managerial skills (Karasidou, 2020; Shaikh, 2024; Safdar et al., 2024). Khairullah et al. (2025) state that corporate leadership seeks to apply better resources, and it is necessary to understand how transformational leadership is applicable to empower staff and foster innovation to achieve shared goals. Further, it is also justifiable that increasing efficiency and accountability in university education management can be helpful, particularly using modern tools that improve personalized learning and research pathways. It is essential to understand how AI predictions can help handle industry jobs and reveal data performance. In contrast, emerging technologies are playing an essential role not only in meeting the challenges of competitiveness but also in facilitating understanding of the parameters for leadership success.

2.2 AI Role in Online Professional Learning for Leadership in Academia

The AI role has increased over time, with it now applying predictive analytics, for instance, to help improve data-driven insights exploration and research outputs under the privilege of decision-making (Vargas Portillo, 2025). The role of AI has been a motivation for online professional learning, where academic leadership can apply data-driven leadership models (Paul, 2024; Shah et al., 2020). This model is helpful when AI analytics

and dashboards are used for decision-making, enabling understanding of diverse learning goals. Khairullah et al. (2025) add that following AI patterns benefits the working organization, as personalized learning and research pathways can be enhanced under the auspices of strategic support for academic goals and industry modern demands.

The leadership role is further moulded on the foundation of AI deposit learning, which offers collaboration and autonomy in corporate decision-making. Practically, the forecasting skill demand can be supported by AI, where predictive emerging skills can help meet the competencies of the working team and help understand how universities may redesign curricula for modern challenges, under the support of leadership and academia (Sposato, 2024). This privilege is helpful when efficiency can be aligned with empathy to enhance human-cantered leadership as the basic foundation in educational departments. The role of AI cannot be avoided in the modern age, as managing academic-industry partnerships and digital campuses within smart universities requires ethical, sustainable innovation in this context. The agreement is high on understanding the role of online learning, where personalized learning pathways, such as tailored leadership modules and learning progress tracking, can be emphasized to achieve career goals and to understand how personalized professional development can be done within expectations and corporate leadership applications.

Digital campuses can be a good idea where enhancements of the collaborative research and knowledge transfer with the skill of research partnerships in addition to innovation project utilization in industry academia can be helpful. The study by Vargas Portillo (2025) refers to the use of digital campuses, where industry partnerships can help enhance human-cantered leadership. AI can be a practical application in this regard, not only to encourage the working teams but also to underscore the importance of better leadership use. It is essential to understand that skill development and modern foundations of faster translation of research findings can be helpful if the data-driven decision making has been aligned as agreed by the study of Sposato (2024) with a pressing need of understanding that evaluation performance of leaders can be encouraged by practical and theoretical leadership models with the support of personalized leadership training under the privilege of AI.

2.3 Theoretical Framework

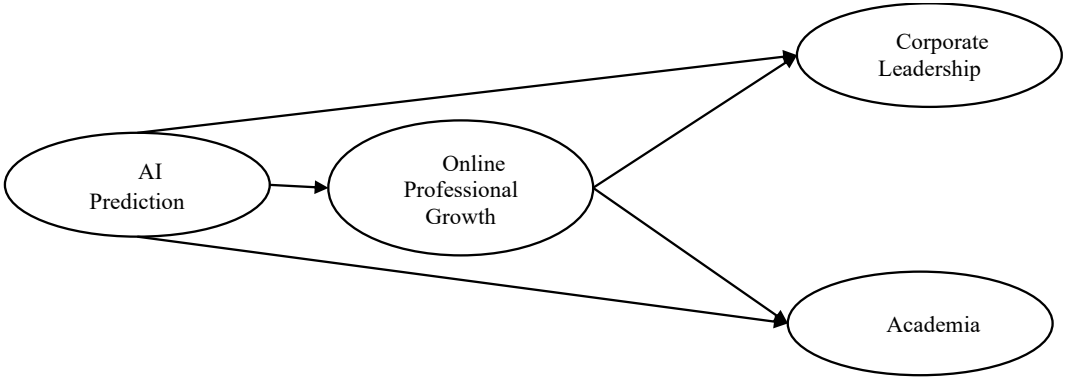
Some theories can be helpful in this regard, and transformational leadership theory is particularly relevant because it applies institutional culture not only to fostering innovation but also to fostering collaboration. The theory has been recommended by Shal et al. (2024)

because the core idea centers on using AI dashboards to motivate the department center in supporting real-time success metrics so that students can see their growth over time. Leadership is also helpful in understanding data-driven decision-making and data visualization, where intellectual systems can help communicate the vision and explore predictive analytics under the privilege of AI (Huber & Alexy, 2024; Safdar et al., 2024). Another theory is strategic leadership, which supports the idea that effective leaders align organizational resources and allocate them to meet long-term goals. Siri seems highly applicable when corporate efficiency and academic integrity can be aligned through the use of AI dashboards (Khairullah et al., 2025; Shal et al., 2024). This balance is playing an essential role in data-driven decision-making, so leaders can understand their value and purposefully apply strategic foresight to enable the university to predict future setups.

2.4 Literature Gap

Various authors have reviewed AI in the context of leadership and academia, but it is essential to examine it from the perspective of online professional learning. The review of the variables is important in the present context, as some authors, such as Sposato (2024) and Kabanda (2025), have analysed AI. Still, the context of modern predictive analytics can also be reviewed in the context of online learning. Further, Khairulla et al. (2025) and Sposato (2024) support the evidence that AI has been exploring better options for leadership, which the primary quantitative method in the current study addresses the literature gap left by previous authors.

Figure 1 Conceptual Framework



The variables include dependent and independent ones. The AI prediction is the independent variable, with Corporate Leadership and Academia as the dependent variables. It is proposed to review the role of online learning professional development for academic leaders as a mediating variable. Here, it is also focused on the opinion that leadership can do better in the future to meet the challenges of the modern era, where academia is meant to produce the best students who can operate in modern business and other environments.

2.5 Hypothesis Development

2.5.1 AI prediction and online professional growth

AI prediction helps support corporate leadership by enabling managers to make better, faster decisions. When leaders can use predictive insights to anticipate market changes, operational risks, customer behavior, and resource needs, they reduce uncertainty and make more defensible strategic choices (Kabanda, 2025). Predictive systems also enhance planning, monitoring, and early warning capabilities, helping leaders intervene before issues grow too large and respond more efficiently by allocating resources. Over time, this data-informed approach can improve credibility, coordination, and performance accountability - important components linked to good corporate leadership (Safdar et al., 2024). Therefore, improved AI prediction capability is expected to have a positive impact on corporate leadership results.

H1: AI Prediction has a positive and significant effect on Online Professional Growth.

2.5.2 Online professional growth and Corporate Leadership

Online professional development can lead to better corporate leadership, as leadership effectiveness increasingly depends on flexible skills and lifelong learning. As individuals broaden their knowledge and competencies online - including strategic thinking, communication, data literacy, and people management - they become better able to manage complex leadership responsibilities (Sposato, 2024; Alqadami et al., 2020). Digital professional development can also help build confidence, professional identity, and problem-solving capacity, thereby shaping how leaders manage their teams and drive organizational outcomes. Additionally, Kabanda (2025) adds that constant growth helps leaders stay abreast of emerging practices and technologies, leading to greater agility and

better decision quality. Thus, an increase in online professional development is expected to have positive effects on corporate leadership.

H2: Online Professional Growth has a positive and significant effect on Corporate Leadership.

H3: Online Professional Growth mediates the relationship between AI Prediction and Corporate Leadership.

2.5.3 Online professional growth and Academia

Online professional growth is also significant for academic achievement, as academic work requires persistent learning, methodical thinking, and continuous knowledge refreshment. Through online development, individuals are able to enhance research skills, analytical techniques, teaching methods, digital pedagogy, and subject expertise. Such development can enhance academic productivity, the quality of academic outputs, and engagement with academic activities (Sposato, 2024). Online learning also allows access to global knowledge communities and up-to-date resources, which can help to improve academic performance and innovation. Consequently, professional growth through the Internet is likely to affect academic outcomes positively.

H4: Online Professional Growth has a positive and significant effect on Academia.

H5: Online Professional Growth mediates the relationship between AI Prediction and Academia.

3 Methodology

3.1 Research Design

The study has followed a primary quantitative research design to reach the target audience and ensure appropriate data collection. The method has been recommended by Verma et al. (2024) for investigating up-to-date content, where the researcher has a stronger justification for collecting evidence-based content (Sahay, 216). This is why the researcher is focused in the present study on handling the data using a primary research design, in which people with corporate leadership experience are being explored to collect and align the data. Data collection has been important when the research design uses a positivist

philosophy. The philosophy is to explore the data correctly to comprehend the content provided by the respondents. The research design emphasized handling data from relevant people and understanding the importance of people's opinions. This is why the deductive approach has been used to extract the data and ensure the content is to the point and relevant.

3.2 Data Collection

The primary data collection plan has been used, with a research instrument chosen. The researcher used a method of data collection via an online Google Survey (Pandey & Pandey, 2021). A proper, aligned questionnaire with closed-ended questions has been generated. This is based on the study's variables, as the researcher has explored the relevant conceptual framework. Scales for the variables were adopted from existing literature: AI prediction (Gurulakshmi & Gayathri, 2025); Online professional growth (Huber & Alexy, 2024); Corporate leadership (Shaikh, 2025) and Academia (Khairullah et al., 2025). The impact of the variables must be tested in accordance with the given hypothesis format. The researcher has applied this by reviewing the questionnaire and collecting data from people already operating in academia and services.

3.3 Sampling and Population

The researcher can't collect the data from the whole population. The population comprises people in leadership roles across a variety of departments in academia. Awareness and use of AI were also essential criteria for the chosen population. The researcher applied a stratified sampling technique to ensure that relevant people with high experience in exploring AI in academia and corporate leadership were selected. The idea has been applied with the help of relevant expertise when a set of 150 people is finalized as the sample. The questionnaire has been sent to them, and it is returned to us when they have filled it in.

3.4 Data Operations

The data analyses have been conducted using relevant statistical methods. The statistical tool used for the current analysis is SmartPLS. It is suitable and helpful to apply statistical operations to the given Excel sheet. The dataset has been analyzed using HTMT, P-value, R-value, and Outer loading. These are the essential values to ensure that data is collected and the relevant set is explored using content based on the facts.

4 Results and Discussion

4.1 Results

The results focus on the statistical foundations, while the demographic results discuss the relevant information about the participants. Statistical results have sketched the major results, including various operations. It is suitable and helpful to apply statistical operations to the given Excel sheet. The dataset has been analyzed using HTMT, P-value, R-value, and Outer loading.

4.1.1 Demographic Results

The main information on the demographic data has been taken from the participants in the first section of the form; it has been executed as follows. The gender data shows that the maximum participants belong to the male section compared to the female section. About 30% of participants are female, whereas 70% are male. Job experience has been reviewed, and it has been found that the participants belong to various job experience groups. A major group comprises the fresh leaders, making up 45%, followed by another group of 30% who have been operating in this field for more than 10 years. About 15% of participants have been working in this field for 5 to 10 years. The levels of entry (experienced and highly experienced) have been checked to understand the data taken, and it has been found that a dominant set of participants belong to the experienced level. 64.7 participants have been from the experienced groups, of which 18.6% are highly experienced. About 16.7% participants were at the entry level.

Table 1 Demographic Analysis

Demographic variable	Category	n (N=150)	%
Gender	Male	105	70.00%
	Female	45	30.00%
Job experience	Fresh leaders	67	44.70%
	More than 10 years	45	30.00%
	5–10 years	23	15.30%
	Other / Not specified	15	10.00%
Level of professional operations	Entry level	25	16.70%
	Experienced	97	64.70%
	Highly experienced	28	18.70%

Table 2 reports the measurement model results for reliability and convergent validity using item loadings, Cronbach's alpha, composite reliability (ρa and ρc), and AVE for AC, AP, CP, and OPG. Overall, the outer loadings are largely acceptable, indicating that the items represent their intended constructs well. Most loadings are above the commonly used 0.70 benchmark. A few indicators are below 0.70. In PLS-SEM, such loadings can still be retained when the overall construct reliability and AVE remain adequate, particularly when the items are theoretically important, and the construct quality is not compromised. For internal consistency reliability, the results are satisfactory across all constructs. Cronbach's alpha values exceeded the typical minimum threshold of 0.70, which suggests good consistency among items within each construct. Similarly, both composite reliability estimate are also above 0.70, confirming strong reliability and stability of the measurement scales without indicating excessive redundancy (i.e., none exceed extremely high levels such as 0.95). AVEs support convergent validity, as all constructs exceed the recommended threshold of 0.50. This means that each construct explains more than half of the variance in its indicators on average, demonstrating that the indicators converge well on their respective constructs. The measurement model demonstrates acceptable to strong reliability and adequate convergent validity for all constructs. While a few items show moderate loadings, the overall evidence from Cronbach's alpha, composite reliability, and AVE indicates that the scales are reliable and valid for subsequent structural model testing.

Table 2 Reliability and Convergent Validity

Item	Outer Loading	Construct	Cronbach alpha	CR (rho_c)	AVE
AC 1	0.897	AC	0.79	0.864	0.615
AC 2	0.747				
AC 3	0.692				
AC 4	0.787				
AP 1	0.651	AP	0.818	0.874	0.584
AP 2	0.769				
AP 3	0.745				
AP 4	0.898				
AP 5	0.738				
CP 1	0.721	CP	0.809	0.867	0.57
CP 2	0.858				
CP 3	0.857				
CP 4	0.677				
CP 5	0.633				

OPG 1	0.844	OPG	0.777	0.857	0.601
OPG 2	0.757				
OPG 3	0.706				
OPG 4	0.786				

Table 3 presents the HTMT (Heterotrait–Monotrait) ratios to assess discriminant validity among the constructs (AC, AP, CP, and OPG). Overall, most HTMT values are below the conservative threshold of 0.85, indicating that the constructs are empirically distinct and discriminant validity is generally supported.

Table 3 HTMT

	AC	AP	CP	OPG
AC				
AP	0.678			
CP	0.673	0.845		
OPG	0.831	0.732	0.887	

The model explains a high proportion of variance in CP ($R^2 = 0.724$) and a substantial proportion in AC ($R^2 = 0.604$), indicating strong explanatory power for these constructs. It explains a moderate amount of variance in OPG ($R^2 = 0.505$), suggesting reasonable predictive ability. All R^2 and adjusted R^2 values are statistically significant ($p = 0.000$), and the minimal difference between R^2 and adjusted R^2 indicates a stable model without inflation from unnecessary predictors.

Table 4 Coefficient of Determination

Construct	R^2	p-value (R^2)	Adjusted R^2	p-value (Adj. R^2)
AC	0.604	0.000	0.602	0.000
CP	0.724	0.000	0.723	0.000
OPG	0.505	0.000	0.502	0.000

The results indicated that all hypothesized paths were positive and statistically significant. AI prediction positively predicted online professional growth ($\beta = .71$, $SD = .03$, $t = 21.06$, $p < .001$). Online professional growth, in turn, positively predicted AC ($\beta = .78$, $SD = .03$, $t = 24.95$, $p < .001$) and CP ($\beta = .85$, $SD = .02$, $t = 50.85$, $p < .001$), with the strongest effect observed for CP. Mediation analyses further indicated significant indirect effects of AI prediction on academia via online professional growth ($\beta = .55$, $SD = .04$, $t = 13.68$, $p < .001$) and on corporate leadership via online professional growth ($\beta = .60$, $SD =$

.04, $t = 17.35$, $p < .001$), supporting online professional growth as a key mediating mechanism.

Table 5 Path coefficient

Path	Path Coefficient	Standard deviation	T statistics	P values
AP -> OPG	0.710	0.034	21.058	0.000
OPG -> AC	0.777	0.031	24.952	0.000
OPG -> CP	0.851	0.017	50.848	0.000
AP -> OPG -> AC	0.552	0.040	13.679	0.000
AP -> OPG -> CP	0.604	0.035	17.354	0.000

Notes: AP: AI prediction, OPG: Online professional growth, AC: Academia, CP: Carporate Leadership

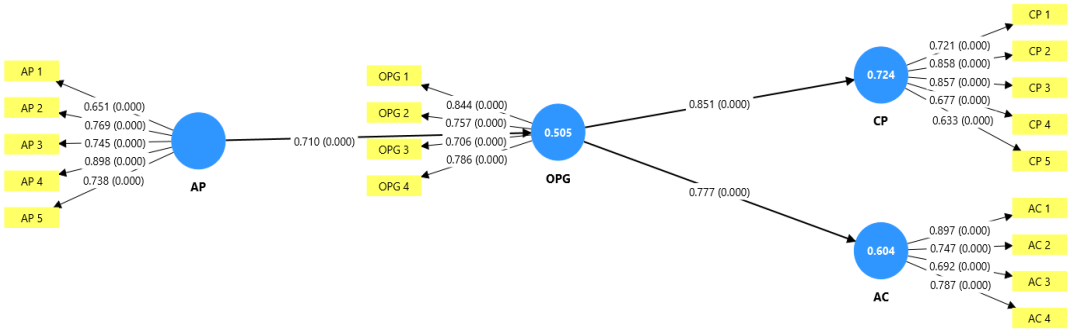
4.2 Discussion

The results show that the study is oriented toward understanding the role of AI predictive analytics in supporting corporate leadership in collaboration with academia. Thinking the two can help reveal the idea that leaders can serve as a foundation for bridging the gap between corporate leadership and academic foundations (Kabanda, 2021). The study is oriented toward understanding the need to enhance leadership development, with corporate leadership serving as a basic bridge to involve academics. AI is unavoidable in the modern era. This is why the present study is highly focused on understanding AI predictive tools that can enable the shared data ecosystem for universities and corporations (Sposato, 2024). A hypothetical diagram is provided to outline the main areas and claim that the impact has been checked on the various variables in sequence.

4.2.1 H1: AI Prediction has a positive and significant effect on Online Professional Growth.

It has been supported by evidence that the AI role has increased over time, with it applying predictive analytics, for instance, to help improve data-driven insights exploration and research outputs under the privilege of decision-making (Vargas Portillo, 2025). The role of AI has been a motivation for online professional learning, where academic leadership can apply data-driven leadership models. This model is helpful when AI analytics and dashboards are applied to this decision, enabling an understanding of diverse learning goals. Khairullah et al. (2025) add that following AI patterns benefits the working organization, as personalized learning and research pathways can be enhanced under the privilege of strategic support for academic goals and industry modern demands.

Figure 2 Structural Model



4.2.2 H2: Online Professional Growth has a positive and significant effect on Corporate Leadership.

It shows that a higher value above 0.8 for OPG -> CP, namely 0.851, for the path coefficient. This has justified the reference with the results. So, the connection exists for the influence and application of the leadership role, which is further moulded by the foundation of AI-deposit learning, offering collaboration and autonomy to corporate decision-making.

4.2.3 H3: Online Professional Growth mediates the relationship between AI Prediction and Corporate Leadership.

The role of AI has been a motivation for online professional learning, where academic leaders can apply data-driven leadership models. So, the connection exists for the influence and application of the leadership role, which is further moulded on the foundation of AI deposit learning, offering collaboration and autonomy in corporate decision-making. Practically, the forecasting skill demand can be supported by AI, where emerging predictive skills can help meet the competencies of the working team and help understand how universities may redesign curricula for modern challenges, under the support of leadership and academia (Sposato, 2024).

4.2.4 H4: Online Professional Growth has a positive and significant effect on Academia.

The agreement is high on understanding the role of online learning, where personalized learning pathways, such as tailored leadership modules and learning progress tracking, can be emphasized to achieve career goals and to understand how personalized professional development can be done within expectations and corporate leadership applications. Digital campuses can be a good idea, as they can enhance collaborative research and knowledge transfer through the development of research partnerships, in addition to the utilization of innovation projects in industry-academia collaborations.

4.2.5 H5: Online Professional Growth mediates the relationship between AI Prediction and Academia.

The role of AI has been a motivation for online professional learning, where academic leaders can apply data-driven leadership models. Khairullah et al. (2025) add that following AI patterns benefits the working organization, as personalized learning and research pathways can be enhanced under the auspices of strategic support for academic goals and industry modern demands. The role of AI cannot be avoided in the modern age, when managing academic-industry partnerships and digital campuses within smart universities is essential for ethical, sustainable innovation.

5 Conclusion

5.1 Summary of Findings

It is concluded that following AI patterns benefits the working organization, enabling personalized learning and research pathways under the umbrella of strategic support for academic goals and industry modern demands. The study also supports the idea of forecasting the best practices already in use to bridge the gap between corporate leadership and academia in educational foundations. This has been justified by evidence showing how leaders can help the academic community support the working organization effectively with modern tools. This has long-term support for handling the challenges of leadership. All six hypotheses are supported, as the variables include both dependent and independent variables. The AI prediction is the independent variable, with Corporate Leadership and Academia as the dependent variables. The purpose is to review the role of online learning

professional development for academic leaders as a mediating variable. Here, it is also outlined how leadership can do better in the future to meet the challenges of the modern era, where academia's purpose is to produce the best students who can operate in modern business and other environments.

5.2 Theoretical Implications

This research extends the emerging literature on AI-enabled decision support by positioning AI Prediction as a meaningful antecedent of professional and leadership-related outcomes rather than treating AI as a purely technical or operational resource. Conceptually, it suggests that predictive AI should be theorized as a capability-building input that shapes how individuals develop competence and readiness in digitally mediated work environments. A key contribution is identifying Online Professional Growth (OPG) as a central explanatory mechanism linking AI Prediction to outcomes in both corporate leadership and academia. By demonstrating a pathway through OPG, the study strengthens the theory that AI influences performance and leadership not only directly, but also indirectly through learning, skill accumulation, and professional development processes—helping shift scholarship from "AI adoption" to "AI-enabled development and impact." The model also advances theory by simultaneously testing outcomes across two institutional contexts (corporate leadership and academia) within a single framework. This supports the idea that AI-enabled growth mechanisms can be portable across domains, while still producing domain-specific effects, offering a more integrated theoretical view of how AI shapes leadership capacity and academic effectiveness. Furthermore, the findings reinforce a socio-technical perspective by implicitly highlighting the complementarity between AI and human agency: AI Prediction contributes to growth and outcomes through OPG, suggesting that the benefits of AI are realized when individuals and institutions translate AI insights into learning behaviors and capability enhancement rather than relying solely on automation. Finally, the study contributes to measurement-level theory by operationalizing AI Prediction and OPG as empirically distinct constructs and linking them in a mediation structure, offering a basis for future theorizing on digital professional growth as a measurable construct that bridges technology capabilities and higher-order outcomes such as leadership and academic performance.

5.3 Practical Implications

The recommendations are based on the study results and emphasize the need for practical modernization in both academic and corporate contexts. First, academia should increase the use of modern tools because academic leadership must respond to contemporary challenges; this aligns with the study's support for current practices and reinforces the importance of effective leadership. Second, adopting a hybrid model that combines AI-enabled insights with human leadership is recommended, as it can help manage both academic and corporate leadership demands more effectively. Finally, the findings suggest that AI can act as a motivator for online professional learning, enabling academic leaders to apply data-driven leadership models to support development and decision-making. The practical implications are that the study has future implications, as it reviewed the topic through the lens of corporate leadership in collaboration with academia, where AI plays an important role as a variable. The study is significant because it aims to address the literature gap left by previous authors. Policymakers and managers can apply it to plans. Theoretical implications include justifying the impact of variables, such as AI prediction, as the independent variable for bridging Corporate Leadership and Academia as dependent variables. This is possible if the theory is reviewed in the future to examine the role of online learning professional development for leaders in academia as a mediating variable.

5.4 Limitations and Future Research Directions

This study has several limitations that should be considered when interpreting the findings. First, the use of a cross-sectional design limits the ability to make strong causal claims about the relationships among AI prediction, online professional growth, and the outcome variables. Future studies should apply longitudinal or time-lagged designs to better capture how AI-enabled prediction influences professional development and leadership outcomes over time. Second, the data are based on self-reported responses, which may introduce common-method bias and social-desirability effects. Future research could address this by combining survey data with objective indicators (e.g., performance metrics, professional development records, AI usage logs) or by collecting data from multiple sources such as peers, supervisors, or institutional records. Third, the generalizability of the results may be limited by the study's sample characteristics and context, as perceptions of AI prediction and professional growth can vary across industries, countries, and organizational cultures. Future research should replicate the model across

different populations, sectors, and cultural settings to test its robustness. Fourth, although online professional growth was examined as a mediator, other mechanisms may also explain how AI prediction leads to academic and corporate outcomes, such as digital literacy, technology readiness, trust in AI, or algorithmic transparency. Future studies can test alternative mediators and moderators to develop a more nuanced understanding of when and for whom AI prediction is most beneficial. Finally, the present model focuses on positive outcomes, while AI may also create challenges such as dependency, reduced autonomy, or ethical concerns. Future research should integrate both enabling and constraining effects of AI by exploring potential negative consequences and incorporating variables such as ethical perceptions, perceived control, or AI-related stress to provide a more balanced and comprehensive theoretical account.

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