

**AI in Management Education and Leadership Formation:
Exploring the Philippine Literature on AI Education Strategies**

Aliza D. Racelis

ABSTRACT

The potential of Artificial Intelligence (AI) to advance management education and leadership formation is undeniable. AI has the ability to improve access to information, enable personalized learning, and address social equity issues. Among the most promising prospects are AI's potential for education, medical applications, research advances in the natural sciences, and generally increased prosperity thanks to AI-enabled innovation (Bengio et al., 2025; Racelis, 2025b).

AI in education requires a robust technological infrastructure and adequate computing resources aligned with policy frameworks, such as addressing data privacy concerns, the digital divide, and the need for ongoing faculty training and development (Racelis, 2026; Giray et al., 2024; Estrellado & Miranda, 2023).

Filipino instructors and administrators collectively acknowledge AI as a transformative tool with the potential to enhance teaching, streamline administrative tasks, and boost research productivity. Educators continue to acknowledge and resolve the challenges associated with its use in the academe. Higher education institutions (HEIs) have responded by issuing policies on AI use, primarily to address academic integrity concerns (Vergara, 2024).

Some Philippine studies have shown that AI-enhanced tools can boost management teams' performance through communication, workflow efficiency, and team collaboration.

Likewise, the changing role of a leader in an AI-intense environment still requires traits of human-centered leadership to ensure ethical handling and human oversight of technology and AI systems (Pago, 2024).

My short paper employs Literature Review as a methodology to explore and review what Philippine academics and researchers have said about how to utilize AI for Management Education and Leadership Formation. It is of particular interest to see how AI can and should be a driver of as well as solution to the digital divide persistent in the areas of management and leadership, especially in curriculum design and pedagogy.

Preliminary findings suggest that key components of leadership in the age of AI include technology savvy, collaborative decision-making, continuous improvement, and accountability. In addition, challenges continue to be faced in the Philippine management education landscape, such as: limited data literacy among faculty, resistance to change, insufficient resources for data management, the lack of inclusion of AI content in the General Education curriculum, the need to incorporate discipline-specific AI content and methods in degree program offerings, and the need to institute AI regulatory policies and ethical guidelines, especially in Higher Education Institutions (HEIs) across the Philippines (Racelis, 2026; Mandap & Almario, 2023).

Keywords: Artificial Intelligence, Management education, Leadership formation, Philippines

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