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INTEGRATING EMOTIONAL INTELLIGENCE AND AI-DRIVEN LEARNING IN HIGHER EDUCATION: IMPLICATIONS FOR STUDENT WELL-BEING AND UNIVERSITY HR POLICIES

Muhammad Rafiq-uz-Zaman[1*], Yi-Huang Shih[2], Joseph Ozigis Akomodi[3]

[*1]Ph.D. in Education, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan, mrzmuslah@gmail.com, ORCID ID: https://orcid.org/0009-0002-4853-045X

[2]Associate Professor, Center of Teacher Education, Minghsin University of Science and Technology, Hsinchu, Taiwan, shih78465@gmail.com (Y.H.S.).

[3]Department of Education, Long Island University, New York, USA, jakomod@gmail.com

***Corresponding Author Email**: mrzmuslah@gmail.com

Abstract

The use of emotional intelligence (EI) and artificial intelligence (AI)-based learning technologies has the potential to improve student well-being and academic performance in higher education. This paper reviews existing studies and theories about emotional intelligence, AI learning systems, and their integration in universities. It shows that students with higher emotional intelligence tend to perform better academically, experience less stress and anxiety, and build stronger relationships. These skills are important for both short-term academic success and long-term personal and professional growth. AI-based learning tools, such as adaptive learning systems, intelligent tutoring, and predictive analytics, help personalize learning and provide real-time feedback. However, there is a gap in research: few universities have developed systems that combine emotional intelligence development with AI technologies while also updating human resource policies to support both faculty and student well-being. This review explores the key theories behind emotional intelligence, highlights the AI learning tools used in universities, and discusses the human resource policies needed to better integrate these technologies. The paper ends with practical suggestions for university leaders and HR professionals on creating technology-supported learning systems that focus on both emotional intelligence and academic success. This approach will help students grow and thrive during their time at university and beyond.

Keywords: Emotional Intelligence, AI- Driven Learning, Higher Education, Well-Being, HR Policies, Human Resource Management

1. Introduction

1.1 Background

Higher education is at a crossroad to its role in helping in the overall development of the student. Traditionally, universities have focused their attention on imparting disciplinary knowledge and the cognitive skills that are assessed in terms of academic performance indices, in the form of grades and standardized test scores. Nonetheless, recent studies in the educational psychology, organizational behavior, and human development show that the success of students in the university and in their life as a whole is heavily reliant on the socio-emotional abilities that go much further than the conventional cognitive tests. EI, which involves skills that enable the accurate perception, cognition, and successful management of emotions within oneself and interactions with others, has become one of the key predictors of academic achievement, psychological well-being, and life-long satisfaction (Aithal and Aithal, 2023).

The higher education environment is also in the midst of a rapid technological change. The technologies of artificial intelligence and machine learning are becoming an inseparable part of learning management systems, course delivery systems, and student support systems (Klimova and Pikhart, 2025). These AI-based learning systems are promising levels of individualization of

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education previously unseen, the ability to serve individualized feedback at scale, and the ability to recognize struggling students without them reaching crisis levels. Adaptive learning systems are real-time adjustments of content difficulty based on the level of student learning; intelligent tutoring systems are personalized instructions that are as effective as human tutoring; and predictive analytics are at-risk students identified in advance to intervene (Tapalova and Zhiyenbayeva, 2022). This technological revolution has real possibilities of improving the learning process and democratizing accessibility of high-quality education experiences.

However, even with the hope of both the development of emotional intelligence and artificial intelligence-based learning technologies, studies show that there is a concerning trend: these two significant educational trends have evolved with little to no integration in terms of theory or practice. The majority of the institutions that have been seeking to develop emotional intelligence do this in student support services, counseling centers or optional well-being programs- structures that are not part of the regular academic and learning technology operations of the institution. Equally, educational institutions introducing AI-based learning systems tend to be highly cognitive and efficiency-oriented, paying little or no attention to the impact of such technologies on the emotional growth of students, their belonging to a specific group, or their overall psychological state (Klimova and Pikhart, 2025).

1.2 Rationale for the Review

The lack of correspondence between the development of emotional intelligence and the implementation of AI-driven learning represents the wider fragmentation of higher education. Universities tend to separate functions into silos: the academic department deals with curriculum and instruction; student affairs deal with counseling and well-being services; information technology deals with learning platforms and technology systems; human resources deal with faculty development and organizational policies. The result of such compartmentalization is several liabilities. To begin with, it allows institutions to focus on efficiency and cognitive results without struggling with the fact that technology adoption is either advantageous or harmful to the emotional safety, community, and human connection that are the most important characteristics of education. Second, it does not allow synergistic integration in which the principles of intellectual capacity of emotional intelligence may guide the design of technologies and in which the capabilities of AI may be utilized to enhance emotional growth. Third, it makes human resource policies ill equipped to either emotional intelligence capability or technology adoption facts, which leads to a mismatch of faculty development, student support, and organizational structures to the needs of the institutions.

This fragmentation is especially problematic as there are indicators that emotional intelligence and AI-driven learning can be mutually reinforcing in a very strong way. When educational technology is thoughtfully created to aid emotional growth, when faculty are educated to embrace AI technology and increase, not substitute, human interaction, and when organizational policies and HR systems establish logical congruency between these functions, institutions will record significantly better results in the academic, social-emotional, and well-being domains (Shi et al., 2025). On the other hand, when the institutions use AI technologies without considering the emotional aspects, or when they focus on the development of emotional intelligence and do not use the potential of the technology, the outcomes are expected to be weaker.

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1.3 Objectives of the Review

The objectives of this literature review are four:

1. To conduct a literature review of the current empirical and theoretical literature on the subject of emotional intelligence among university students with focus on its contribution to academic achievement, psychological health and persistence among students.
2. To investigate the application of AI-based learning technologies to higher education and evaluate how well they can enhance individualized learning, engagement, and socio-emotional growth.
3. To discuss the possible combination of emotional intelligence training and AI-based learning technologies and assess their possible value.
4. To examine how HR policies, faculty training and student support systems can be enhanced to facilitate the effective incorporation of emotional intelligence and AI in higher education.

1.4 Research Questions

The research questions that inform this review are:

1. How does emotional intelligence relate to academic performance, psychological health, and tenacity of university students?
2. What is the impact of AI-based learning technologies on emotional growth, social skills, and psychological health of students, and what are their weaknesses in socio-emotional learning?
3. Which models or frameworks are available to combine emotional intelligence with AI-driven learning, and which ones are the most effective when compared to the use of either of the two methods?
4. What HR practices, policies, and organizational practices facilitate the effective implementation of emotional intelligence and AI based learning in higher education?

1.5 Methodology

This literature review methodology was systematic and comprehensive in bringing together the studies on the integration of emotional intelligence (EI) and artificial intelligence (AI)-driven learning technologies in higher education. The search has been carried out in several academic databases, including Google Scholar, ERIC, and JSTOR, with specific keywords, including emotional intelligence in higher education, AI-driven learning systems, and integration of EI and AI. The period between 2010 and 2025 was used to give priority to studies that were published during this time to get the latest and relevant research. The inclusion criteria were based on peer-reviewed empirical studies, theoretical framework, and case studies addressing EI development and AI technologies in the educational context. Articles that explore the effects of these technologies on student well-being, academic success, and persistence were set to be incorporated, and articles that are not directly related to higher education or that consider either EI or AI alone but not a combination of the two were filtered. The chosen articles were analyzed through the thematic analysis to pinpoint the important tendencies, including the beneficial impact of EI on academic performance and the prospects of AI to facilitate individualized learning. Data extraction was devoted to the combination of these domains, the main stress was made on the challenges and advantages of this combination, and the implications of such a combination on the university HR

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policies. The weaknesses of the review are the use of the available published literature, which might not capture new research or represent a particular group of demographics. In general, this methodology is supported because it offers an evidence-based synthesis of the latest situation in the field of EI and AI integration, as well as suggesting gaps and practical guidelines of future integration in a higher academic institution.

2. Conceptual Framework

2.1 Emotional Intelligence: Foundational Models and Higher Education Applications

The formal construct of emotional intelligence developed in the 1990s after several decades of research in the affective psychology, personality theory and organizational behavior indicated that the traditional measures of cognitive ability (IQ) had only partially accounted the variance of successfulness and well-being in life. There have been two conceptualizations that have dominated the research and influenced the application of emotional intelligence in institutions, both with their own advantages to the study of EI in higher education settings.

The conceptualization of emotional intelligence proposed by the Mayer-Salovey-Caruso ability model is based on the idea that emotional intelligence comprises a number of interconnected cognitive skills that are involved in the correct perception, interpretation, and control of emotional information. In this context, emotional intelligence can be defined as having four hierarchically structured skills: (1) accurate perception of emotions in faces, voices, pictures, and other stimuli; (2) cognition of emotions, how emotions change, change, and interact with cognition; (3) control of own emotions to reach goals and achieve psychological balance; and (4) strategic use of emotions to solve problems and to be effective in interpersonal relationships. This competency-based theory places emotional intelligence in cognitive psychology, which focuses on quantifiable skills that may be evaluated in objective performance testing as opposed to self-report. The advantage of the Mayer-Salovey method is that it is empirically sound and the abilities it describes are trainable and measurable.

On the other hand, Goleman's competency model defines emotional intelligence as a larger cluster of personality traits, behavioral skills, social skills, and emotional-regulatory capabilities that determine success in the workplace and life. The five main dimensions of the framework by Goleman include self-awareness (knowing oneself, emotions, strengths, weaknesses, and the way one can influence others); self-regulation (controlling emotions, impulses, stress, the ability to stay calm and remain upright); motivation (perseverance, drive, devotion to a cause); empathy (understanding how others feel and think; seeing emotional signals in other people); and social skills (forming relationships and managing group relationships, negotiating social networks). This integrative approach that integrates aspects of both personality psychology, social psychology and organizational behavior, has been especially instrumental in the field of education and organizations in that its rigor, as well as its applicability, is both theoretical and practical. The Goleman model quite clearly recognizes that emotional intelligence includes both more or less constant personality traits and behavioral competencies which can be learned, implying that student EI can be significantly developed within institutions by the use of specific interventions.

In the case of university settings, in particular, five fundamental elements of emotional intelligence come into play, especially when it comes to student growth and institutional achievement. Self-

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awareness is the ability to identify and properly name one's own emotional state, discern the causes and effects of emotional states, be aware of own strengths and weaknesses and are sensitive to how own feelings and actions influence others. Academically, highly self-aware students become aware of when they are lost in the course content and request clarification instead of continuing to work on the wrong idea; are aware of how stress, anxiety or fatigue impacts their learning and performance; and are capable of making realistic self-assessments about whether they are adequately prepared to study an exam or a major project. Self-regulation is a set of skills that allows the client to control his or her emotional reactions, regulate the level of emotions and their manifestations, turn destructive emotional energy into constructive ones, and not lose concentration and strive despite frustration, boredom, or difficulties. Among students who have to negotiate rigorous curriculums, high-level social interactions, and uncertain future opportunities, well-developed self-regulation foretells persistence in the face of demanding coursework, skills in time management, overcoming setbacks, and endurance in the face of academic and social problems.

Intrinsic motivation is the ability to remain in positive emotional conditions, have significant goals, continue working on long-term goals despite the short-term challenges, and continue to work and concentrate even without external reinforcement or immediate satisfaction. Highly intrinsically motivated students show a stronger commitment to course content, better goal-setting that is congruent with self-values, and perseverance in the face of academic difficulties. Empathy refers to the ability to interpret and comprehend the emotional conditions, views, needs, and values of others, perceive emotional expressions of others in their facial expressions, tone of voice, and behavioral unveils, and react to the emotional experience of others empathically. Empathy in educational contexts helps to facilitate collaborative learning by allowing students to detect when their peers are disoriented or have difficulties; helping students to receive and give constructive feedback without defensiveness; and helping students to establish positive peer relationships. Lastly, social skills involve the ability to establish and sustain relationships, influence and inspire others, manage group dynamics, negotiate through social hierarchies and complicated group processes, and be able to communicate efficiently in various situations and to various audiences. In the case of university students, social skills are developed, which can be predicted to be effective in group projects and team-based learning, leadership capability in student organizations, and the ability to form meaningful networks of peers that can offer social support during the university experience and beyond.

2.2 AI-Driven Learning in Higher Education: Technologies, Applications, and Implications

The range of technologies and applications related to artificial intelligence in education is quite extensive, and each of them involves a machine learning approach and computational techniques to improve the learning process, personalize it, or assist students in some manner. It is important to understand this technological landscape to assess how AI can be used to promote cognitive learning as well as socio-emotional development.

The adaptive learning systems use machine learning algorithms, which constantly analyze the student performance data, discover knowledge gaps and learning needs, and auto-optimize the level of difficulty, the pacing, sequencing, and content modality of the learning material to align

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with the current learning level and progress of each student (Gligorea et al., 2023). These systems keep students at the right level of challenge, which is not too hard to learn and participate but not too hard to cause excessive anxiety and frustration. Adaptive systems help to reduce the cognitive load that might otherwise be caused by learning at scale because of the need to have all students follow the same curricula, even when they have already mastered the material. Studies have revealed that learners who are taught adaptive learning systems that are well designed have higher learning efficiency, competency acceleration, and engagement than learners in non-adaptive learning environments (Gligorea et al., 2023).

Intelligent tutoring systems (ITS) are more advanced types of AI applications that build computational models of student knowledge, thinking, and learning requirements and apply them to deliver personalized learning, real-time feedback, and scaffolding assistance (Lin et al., 2023). In more developed versions of ITS, natural language processing is used to provide dialogue-style tutoring, allowing students to ask questions using natural language and have them answered using natural language; affective computing to recognize signs of confusion, frustration or boredom with behavioral and linguistic expressions among students, and dynamic adjustment of instructional strategies based on student requirements. Another important benefit of intelligent tutoring systems is the ability to offer personalized feedback in real time and at scale, an aspect that overcomes a major weakness of traditional education where large numbers of students can get little or no corrective feedback, not knowing whether what they are learning is correct. ITS can alleviate performance anxiety, facilitate accurate self-evaluation and achieve more effective learning by offering quick and focused feedback without the social threat and evaluation anxiety that may arise when a person delivers feedback.

Predictive analytics systems use machine learning on aggregate student data such as academic history, course participation data (login history, discussion history, assignment turnin time, etc.), learning management system activity, biometric data where available, and in some cases, institutional-wide data to predict students who are at a higher risk of academic issues, mental health issues, or dropping out of the program. These systems produce risk scores and early warning that allow academic advisors, counselors, instructional faculty or peer mentors to intervene proactively before students get to crisis levels. Predictive analytics can significantly enhance student retention and mental health outcomes when implemented together with timely, caring, and supportive human intervention. Nonetheless, the predictive analytics also present serious ethical issues related to large-scale data gathering, possible algorithmic bias that can support or enhance existing injustices, surveillance aspects of constant monitoring, and the fact that the at-risk classification can turn into a self-fulfilling prophecy and destabilize student agency and drive.

Chatbots and conversational AI systems utilize natural language processing and generative language models to allow natural language interaction with students, which includes academic support, tutoring, mental health education, coaching on study skills, and advice on time management (Kuhail et al., 2022; Rasul et al., 2023). These systems are 24/7, they remove the stigma that might be associated with help-seeking in human services, they offer easy access to assistance especially among students with social anxiety or interpersonal challenges and they can be established at affordable costs. Nonetheless, chatbots are not as deep, emotionally sensitive, and connected as human-support could be; they are not as proficient at addressing complex

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emotional emergencies or ambiguous problem-solving issues; and users may become frustrated when AI constraints are revealed (Kuhail et al., 2022).

Educational data mining and learning analytics are methodical approaches to studying trends in education data to recognize trends in student learning, forecasting, and produce insights that can be used to make pedagogical decisions. These methods allow the institutions to know which teaching methods are the most effective, which student groups have specific difficulties, and how the features of course design influence student learning. Learning analytics can initiate a continuous improvement in the quality of education and equity when data governance and ethical frameworks are well established. Nevertheless, without ethical frameworks, learning analytics are likely to continue to reinforce biases and make educational choices based on quantifiable measures without paying attention to valuable but immeasurable results, and foster cultures of surveillance.

2.3 University HR Policies and Student Support Infrastructure

In the past, university human resource departments have paid attention to conventional HR activities recruitment, administration of compensation and benefits, compliance with the law, and employee relations. Nevertheless, modern universities are becoming more aware of the need to have HR functions play larger roles in enhancing student development and well-being, faculty performance, and institutional culture in line with institutional missions. The successful implementation of emotional intelligence training in combination with AI-driven learning would demand careful HR policy frameworks to cover several aspects, which are interconnected.

Faculty professional development and training is one of the key HR functions to facilitate successful integration of emotional intelligence and educational technology. Faculty also need training not only in the technical functionality of learning platforms but also in the pedagogical principles of successful use of AI in teaching and learning and motivation, and routines that allow technology to serve to boost, as well as to diminish, human interaction. Proactive HR teams are providing faculty research communities on technology and emotional intelligence incorporation, which offer constant peer support and experimentation as faculty redesign courses to incorporate these aspects. This development should explicitly respond to the concerns of the faculty regarding the adoption of technology, allocate time and resources to course redesign, and acknowledge that the implementation of principles of emotional intelligence and the AI tools is radically new pedagogical labor that needs a long-term investment.

Integrated methodologies of EI and AI require student support service coordination. Academic departments, counseling services, academic support services, and student activities traditionally are very independent units that have little communication or coordination. Modern HR systems are more and more creating mechanisms of integration: guidelines regarding the correct exchange of information related to student distress; the frequent exchange of information between counselors and academic advisors; the coordinated system of referrals in case of the identification of students at risk through AI-powered early warning systems; the exchange of student data with authorized professionals without compromising privacy. Academic success coaches, mental health counselors, and faculty advisors in many institutions are beginning to communicate more often about the progress, challenges and needs of students; learn the expertise and resources of each other and coordinate interventions instead of offering parallel and disconnected services.

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Policies of technology adoption and change management should clearly focus on emotional and social aspects of technological change. Organizational studies show technology adoption to be successful or unsuccessful depending on whether users feel that technology is positively enhancing their work, reinforcing their values and purposes, and preserving human connection and significance, or technology is being perceived as surveillance, efficiency-crazed automation that limits autonomy and eradicates human importance. Technology adoption policies should require a thorough consultation process with students and faculty, including clear communication about the rationale, capabilities, and limitations of technology use; clear focus on data usage, privacy policies and algorithmic transparency; effective professional development and technical support and a regular review of unintended consequences and the benefits of their use. Change management skills -which are increasingly centralized in HR- become vital to negotiating the complexity of organizational simultaneous pedagogical change and technology adoption.

3. Literature Review

3.1 Emotional Intelligence and Student Well-Being in Higher Education

The results of the empirical studies involving the various student groups and learning environments have continued to show strong correlations between the mental intelligence of emotions and academic achievement. Students who had higher emotional intelligence scores attain better grades, continue with degree programs and complete degrees more often, and are more likely to be satisfied with their academic experiences than those with lower EI scores. A study on nursing students revealed that emotional intelligence was not found to have statistically significant relationship with the highest academic performance, but those students with higher emotional management abilities, especially the ability to control their own emotions, demonstrated higher academic performance (Paneru and Kafle, 2024). This subtlety is an indication that total EI will not be an ideal predictor of grades, but certain elements of EI are especially appropriate to academic achievement.

The ways of emotional intelligence contributing to academic performance are interrelated and work in several ways. Metacognitive monitoring and self-awareness help the students to know how well they have mastered the material and when they need to seek clarification or further learning. The accuracy of metacognition prevents false confidence that leads to poor preparation in exams and proactive searching of help instead of moving forward with misconceptions. Emotion management and self-regulation are, perhaps, the most straightforward forms of connection between emotional intelligence and academic performance. Academic competition and performance pressures, complicated social navigation, financial limitations, uncertainty regarding future career opportunities, and identity formation problems are only several sources of emotional stress in university settings. When students have well-elaborated emotional regulation skills, they recognize these stressors and apply their effective coping strategies (help-seeking, time management, and stress management techniques), have enough emotional balance to focus on learning activities, and recuperate after failures without getting discouraged (Jurado et al., 2021). Conversely, low-emotional regulation students often react to academic stress by avoiding, procrastinating or disengaging, maladaptive coping skills that exacerbate academic problems and compromise well-being. A longitudinal study on high school students revealed that the relationship

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between academic performance and school burnout is mediated by emotional intelligence, especially stress management and mood regulation aspects (Jurado et al., 2021). Students with academic failures (failing a course or year of repeat) but with high EI were less exhausted and cynical than those with lower EI with the same academic problems. This observation is a strong example of how emotional intelligence plays the role of a protective mechanism that helps students to endure academic stress without feeling hopeless and exhausted as manifested by burnout.

The emotional intelligence of empathy and social skills is related to the success of studies in several ways. The ability of students to recognize when peers are lost or struggling and to react to them in a supportive, but not judgmental manner, coupled with the ability to explain their own thoughts, in a manner that can be comprehended by peers, is critical to the effectiveness of collaborative learning. Highly empathetic and social students will undertake group projects in a collaborative manner, share the work equally, resolve conflicts in constructive ways and deliver a better quality work due to actual collaboration. Emotional intelligence predicts help-seeking behavior significantly: students who experience strong empathy are able to understand what information instructors or other students should share to help them, and students with social confidence can express their confusion. The emotional intelligence is also important in terms of the feedback reception: students with a high emotional regulation are able to take critical feedback without defensive responses that impede the learning process; students with empathy can understand that feedback is a manifestation of instructors invested attention.

Moreover, emotionally intelligent students establish stronger peer networks based on being supportive of one another, being motivated together and connected to each other as opposed to transactional or competitive. These peer relationships also act as important buffer systems to the isolation, loneliness, and mental health issues that are becoming more common among university populations. Studies show that high social bond and peer support have been reported as some of the best predictors of student persistence and well-being. It is through emotional intelligence that students are able to build these crucial relationships and maintain them so that the networks of support remain throughout difficult university transitions and help future students not only to succeed academically but also to stay emotionally stable.

3.2 AI-Driven Learning and Social-Emotional Development

The learning technologies that are based on AI present a number of clear mechanisms that can be used to facilitate socio-emotional development in addition to cognitive learning. The simplest channel is the personalization and optimal challenge calibration. When the learning process is accurately scaled to the present level of knowledge, learning style, and pace of a student, the process of learning is less frustrating and more intrinsically motivating. Optimal challenge-difficulty set to a level of difficulty that will encourage a flow state and intrinsic motivation, but not so high as to cause excessive anxiety, is the most psychologically favorable state of mind to be in flow states and intrinsic motivation. Effective adaptive systems keep students in this range by sustaining a state of constant calibration, which helps to remain highly motivated over the course of semesters and long-degree programs. Such a psychological advantage of proper challenge is not limited to performance: students who are kept in flow states state that they enjoy learning and feel more intrinsically motivated to work with academic content.

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Non-judgmental AI feedback in real-time has unique benefits over conventional feedback systems on socio-emotional learning. Most of the students develop a lot of anxiety when they receive feedback especially the critical feedback given by the instructor, as a result of the fear of academic repercussions as well as the internalized fear of being judged. When AI systems give feedback on mistakes or misunderstandings, such information does not come in with any social threat, therefore students are able to process feedback cognitively without the emotional defensiveness or shame that can often be associated with feedback that is delivered by humans. Such feedback aspect is especially useful in front of self-awareness and self-evaluation: students have the opportunity to analyze their errors in safe settings where they are able to learn. Students with marginalized backgrounds that might have experienced stereotype threat or be more sensitive to negative feedback might be more psychologically threatened by feedback provided by AI, leading to better learning outcomes.

Motivation and resilience can be facilitated by continuous monitoring of progress and encouragement made possible by AI systems. Students can feel more autonomous, competent, and motivated when systems monitor progress in an open and transparent way, give positive feedback as a reward to improvement and effort, and offer support based on student needs instead of passing judgment. Some students (students with severe social anxiety, students in high-collectivist cultures whose public questioning or discussion is a cause of anxiety, students who process information differently) may also find the AI tutoring experience less intimidating than human interactions, and reduced social anxiety can follow AI mediated learning and support resources due to their 24/7 availability.

Nonetheless, studies also show essential restrictions and possible detriments of AI systems to the socio-emotional development. The development of complex social and emotional skills is not possible in interaction with the artificial systems of any level of sophistication. It is a part of the development of authentic empathy that is developed by being actually known by actual people--that is, having one's emotions acknowledged, affirmed, and reacted to with genuine compassion. Even the most developed AI systems are not able to reproduce this basic human experience. The process of social skills is developed by means of coping with complexity, ambiguity, unpredictability, and real stakes of human interaction. Ethical reasoning is built by experiencing the real hard ethical quandaries in which various parties have plausible competing interests. These development processes cannot be implemented in artificial systems.

Too much screen interaction deprives human interaction of the face-to-face interaction, which may compromise the establishment of relationships and emotional growth. Opportunity costs are incurred when students spend significant amounts of time communicating with AI systems instead of communicating with their peers and instructors: time not spent talking to one another, arguing, engaging in cooperative problem-solving, and being physically present together. Algorithms of quantification and classification of student learning and behavior, though making it possible to personalize, can eliminate psychological space of privacy, autonomy, and the type of playful experimentation with ideas and identity that defines healthy development. Continuous monitoring surveillance dimensions may negatively affect intrinsic motivation: in case students feel that their learning and development is largely monitored and controlled by algorithms, this may lower the

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sense of ownership over learning and control-psychological needs which are critical to well-being (Klimova and Pikhart, 2025).

Excessive AI mediation can lead to dehumanization and a lack of a sense of belonging. When the students are exposed to AI systems as their main source of interaction in all aspects of learning rather than a teacher or classmates, chances of actual connection with them are reduced. This may be especially problematic with traditional-age students, who are still developing their identities and need to feel that they belong to a learning community, which is one of the most important predictors of persistence and wellbeing. Studies that have investigated the use of generative AI in higher learning institutions observe that although collaborative learning mediated by AI can be beneficial, the mediation between AI and learners with academic outcomes can be detrimental to the psychological relationship between learning and performance (Shahzad et al., 2024).

3.3 Integration of Emotional Intelligence and AI-Driven Learning: Evidence and Exemplars

There is an increasing, albeit small, amount of research and institutional practice on the intentional combination of the development of emotional intelligence and AI-driven learning technologies. This new area aims to utilize AI personalization, scalability, and real-time feedback features and maintain and improve human relationships, genuine community, and emotional validation that are the most vital aspects of education. Studies show that learners who are highly AI literate and with high self-regulation in learning show improved performance in writing and greater psychological health when learning through AI (Shi et al., 2025). This observation indicates synergy: AI literacy, self-regulated learning, or both do not optimize results, but a combination of the two creates better outcomes. The process is probably associated with the ability of students to utilize AI tools in an effective way (AI literacy) to achieve personally significant learning outcomes (self-regulation) by maintaining autonomy and intrinsic motivation but not becoming the passive consumers of AI-based content.

The design of intelligent tutoring systems with a clear focus on the development of emotional competencies as part of learning outcomes is one of the integration models that are promising (Lin et al., 2023). Other ITS are currently implemented with modules that grow emotional regulation, stress management, and interpersonal skills with academic material, and AI systems offer simulation of practice, instant feedback, and adaptive assistance in the development of these abilities. These integrated systems place the development of emotional intelligence not as an addition to the academic learning but rather as an important factor of academic success. These systems recognize that emotional development and cognitive development are not independent of each other because they directly address the emotional barriers to learning (anxiety, low motivation, poor help-seeking) instead of perceiving them as peripheral issues.

The other model of integration is the application of predictive analytics to list the students at risk of emotional distress and then making interventions clearly aimed at promoting emotional intelligence growth. After a student demonstrates the precursors of high levels of stress, anxiety, or depression in terms of their academic interaction or academic achievement, it is possible to make a proactive outreach to address the emotional regulation and self-awareness of this student and assist with the development of help-seeking abilities, in other words, to develop emotional stability instead of just targeting the symptoms of distress (Shi et al., 2025). This is a new,

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strengths-based model of mental health assistance that is enabled by technology yet centered on human relationship and emotional development which is significantly different to the traditional crisis-oriented counseling which is based on symptom reduction.

The flipped classroom and blended learning model is an institutional effort of combining technology and emotional touch. In these models, the students learn with AI-based learning materials out of classes (adaptive learning platforms, intelligent tutoring systems, video lectures) and make use of the classroom time to interact with humans, collaborate, and feel connected. AI systems deal with custom-made content delivery, real-time feedback, formative assessment, and tracking of individual learning progress. Such division of labor allows classroom time to be used on relational work that cannot be done by AI: interaction with peers over the complex problems that do not seem to have clear answers, building meaning together, small group discussion and debate, one-on-one mentoring relationships, and community-building activities that help people feel like they belong.

Studies on the attitudes of students towards and readiness to use generative AI (ChatGPT) in the educational setting demonstrate mixed attitudes. Students mostly consider AI as helpful in explaining complicated ideas, decreasing academic stress, and assisting them to study on their own, but serious concerns exist about the effects on critical thinking abilities and the necessity of ethical principles (Chan and Lee, 2023). Students can identify the positive and negative effects of AI integration, which implies that the successful implementation of the AI integration will be possible in case of careful implementation that will consider the concerns of students and take advantage of the perceived benefits.

3.4 Implications for University HR Policies and Organizational Support Structures

The institutional level of integration of emotional intelligence and AI-based learning demands the comprehensive and intentional HR policy frameworks based on the explicit institutional values and harmonized across the historically distinct functions. Recent studies on universities that have engaged in systematic integration activities reveal that there are a few important policy areas and new best practices.

The policies of faculty development need to offer significant professional development that would allow the instructors to combine emotional intelligence principles with AI-based teaching tools. Faculty development can focus on several levels: technical skills (how to work with learning platforms, interpret AI-generated analytics, how to trouble-shoot technical problems); pedagogical skills (how to design courses using the strengths of AI but still maintain the human connection, how to manage potential harms of excessive technology); emotional intelligence in teaching (how to identify and respond to student emotions, how to create psychologically safe learning environments, how to maintain presence and authenticity despite technological mediation); change management (how to address faculty concerns about technology, how to make colleagues feel confident and efficacious). Proactive HR departments form faculty learning communities, offer continuous peer consultation and mentoring, and set course release time to redesign, and reward innovative implementations institutionally. This kind of development recognizes that effective pedagogical change cannot be achieved through a single training.

The student support service policies should initiate integrated structures that will be in place of the traditional silos. Most institutions have adopted coordinating committees that include academic

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advisors, counseling professionals, learning specialists, and disability services to establish common guidelines, maintain proper information exchange and privacy but help coordinate interventions. When early warning systems that are controlled by AI detect at-risk students, HR-coordinated procedures control the type of professionals who get alerts, how information is conveyed and the confidentiality that is honored, and how coordinated support can be delivered. Integrated models can place academic success coaches in or in close partnership with counseling services, and this presents chances to both coaches to be aware of mental health concerns that may need specialist intervention and counselors to be more aware of the academic backgrounds of student stress.

The use of AI systems that produce large volumes of student data requires data governance and ethics policies by institutions. The policies should cover: what data are being collected and why; who can access various types of data; how students can access and interpret data about themselves; technical privacy protections; how algorithmic bias can be identified and mitigated; ethical review procedures of a new data collection or AI implementation; and the transparency of how data are used to make decisions that impact students (Holmes et al., 2021). There is a growing effort by HR departments in collaboration with privacy officers, legal counsel, and faculty governance to come up with comprehensive data governance that can ensure ethical use of technology in utilizing the benefits of AI.

The organizational development policies and change management becomes necessary when institutions are having significant technology implementation or the EI development programs. The studies of technology adoption in higher education show that change is successful when stakeholders are included in its design; decisions are open and explained; professional growth is sufficient and continuous; communication is regular and realistic; and results are constantly measured with an open-minded attitude to feedback (Kamalov et al., 2023). HR managers are hiring change management experts or engaging organizational development firms to guide a wholesome process encompassing engagement of stakeholders, communication planning, professional growth, adoption, and unintended consequences monitoring, and adaptive adjustment in the light of new information.

Cases of EI and AI integration have been published in several universities. The research has shown that institutions that have adopted holistic emotional intelligence programs and technology-based learning record enhanced adaptations to stress, teamwork abilities, community spirit, and grades. An example is that universities with clearly defined integration of emotional intelligence competencies throughout degree programs, in combination with technology infrastructure to facilitate personalized learning, have higher rates of retention and student satisfaction than control groups. Predictive analytics and trauma-informed practices of emotionally intelligent support have been shown to have significant effects on mental health outcomes and persistence in universities that implement them. Particularly, the results are likely to be more favorable when EI and AI programs are organized on the basis of integrated HR systems instead of being implemented separately (Saavedra et al., 2024).

3.5 Ethical Considerations in AI-EI Integration

Ethical issues with AI in education, namely, data privacy, algorithmic bias, and surveillance, are the key to the questions of whether AI-based learning integration is in the best interest of students

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or harms their well-being (Holmes et al., 2021). These issues are amplified with respect to emotional intelligence, in which AI systems aim to identify, analyze, and react to the emotional condition of students.

Affective AI bias is of concern in the context of emotional intelligence. The affective computing of facial recognition displays systematic bias, with dark-skinned people and women having increased chances of error (Akgün and Greenhow, 2021). Sentiment analysis systems can not differentiate the tone of emotion in non-standard English or non-English languages. Chatbots that are trained mainly on the Western patterns of interaction can misinterpret other cultures of interaction and thus give ineffective or inappropriate responses to students with different backgrounds.

4. Discussion

4.1 Synthesis of Key Findings and Emerging Trends

The extensive literature review indicates some evident, coherent patterns of research into the field of emotional intelligence and the use of AI-based learning, and their possible combination in higher education. To begin with, there is strong empirical evidence explaining that emotional intelligence is an important predictor of academic achievement and psychological well-being among university students. Students who have a higher EI are associated with better academic results in terms of grade outcomes, increased levels of persistence in their degree programs, reduced turnover rates, better peer relationships and social support, as well as, better mental health outcomes in terms of depression, anxiety, stress and overall satisfaction with life (Jurado et al., 2021). It is a relationship that is constant with various student groups (traditional and nontraditional, diverse cultural backgrounds, various academic disciplines), educational settings (residential and distance learning, different types of institutions), and EI measurement methods (ability-based performance measures and competency-based self-report measures). These findings being consistent across this range of contexts provides evidence that emotional competency has a fundamental relationship with educational success not just a relationship particular to specific groups of people or contexts.

Second, AI-based learning technologies have been shown to support personalized learning, keep challenge calibration optimal and offer scalable feedback. The study of intelligent tutoring systems, adaptive learning platforms, and predictive analytics proves that these technologies can attain their desired purpose, which is to personalize education based on the needs of individual students, detect struggling students to intervene, and facilitate more effective learning (Gligorea et al., 2023; Lin et al., 2023). Nevertheless, the study also indicates that the efficiency of technology implementation is highly dependent on the prudent use that is in tandem with the best pedagogical values and clear consideration of maintaining human relationships. Technology used with the primary purpose of enhancing efficiency, such as lessening the workload of an instructor or the cost of course delivery without consideration of how this technology influences student motivation, student autonomy, and student sense of belonging, usually lead to poor outcomes regardless of the technical complexity. When technology is employed with a clear focus on keeping human contact, preserving privacy and autonomy, and helping students to control their agency, the outcomes are more uniformly positive.

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Third, the studies suggest that the combination of EI and AI-based strategies is becoming a viable option, but there is still a lack of empirical studies in the field. The institutions and initiatives that have engaged in intentional integration processes tend to record favorable outcomes: students enjoy the benefits of AI systems in their personalization and feedback options without losing access to human connections and emotional affirmation that are the most critical aspects of the education process (Shi et al., 2025). Such combined strategies need to be carefully planned to make sure that technology will be used by humans, and that the former supports emotional growth and authentic learning, and the latter does not. They need organizational frameworks and policies that allow them to work together on functions that traditionally were separate in the university: academic departments, student affairs, technology services, and HR.

Fourth, studies have shown that the use of technology and the development of emotional intelligence are reciprocally enabling processes instead of self-directed efforts. By the institutions setting up common commitments to nurture emotional intelligence and at the same time adopting new technologies - both based on shared commitment to the welfare of students - they develop organizational conditions where the two initiatives mutually support one another (Saavedra et al., 2024). Faculty development that puts focus on emotional intelligence as well as technology effectiveness yields more results than faculty development that puts a narrow focus on either of the two domains. Emotional development linked with academic and technological achievement via student support systems that are explicitly defined are better than compartmentalized student support systems. This symbiosis implies that universities need to consider EI and technology adoption not as distinct programs but as elements of the organizational change towards more humane, people-centered, technology-powered education.

4.2 Research Gaps Identified

Although the current research literature on emotional intelligence and educational technology is growing, there are still some important gaps and limitations that limit the institutional capacity to prepare evidence-based integration strategies.

To start with, the number of rigorous empirical researches that specifically investigate the combined influences of EI training and AI-based learning on student performance is limited. As many studies investigate the effects of EI on academic performance, stress, and well-being, and many investigate the effects of AI technology on the efficiency and engagement of learning, only a few studies use experimental or quasi-experimental designs to directly compare integrated interventions that merge the two components. Majority of the studies on integrated approaches are in the form of a case study, descriptive program evaluation, or pilot projects but not a rigorous study with comparison groups, random assignment, and standardized outcomes. Such a gap is a significant weakness to institutions that are interested in evidence-based instructions on how to implement an integrated approach, as it requires the use of personal judgment and small empirical bases.

Second, the literature on emotional intelligence in tertiary education has been focused on the traditional-age, residential study student in the developed countries. Much less is known about the development of EI in the case of adult learners, distance learners, students in non-Western educational settings, or students who belong to marginalized groups. Due to the growing diversity

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of populations in higher education, the rise in the number of adult and part-time students, and the internationalization of online education, there is an urgent need to conduct research on EI in these various settings. Likewise, a majority of the AI-based learning studies have focused on such technologies in developed-country settings with a large technical base, consistent electricity, high-quality internet connectivity, and learners who already have extensive backgrounds of technology use. The studies that analyze the application of AI in the context of resource-limited or developing countries education or among students with limited technology access or experience are insufficient.

Third, the issue of ethical and privacy concerns related to predictive analytics in education is still not properly studied and theorized. Massive data gathering of students, algorithmic decision making that can propagate or increase current forms of bias, surveillance aspects of constant tracking and the possibility of classifications becoming self-fulfilling prophecies have all been questioned to be subject to increased scrutiny through empirical studies of both the advantages and disadvantages. Studies are required to find ethical theories and realistic policies of using predictive analytics in a manner that can truly benefit students, regardless of their privacy and autonomy, but allowing them to be intervened with early on in their lives. In the same manner, the research analysis of the influence of various strategies to describe algorithmic decision-making on student trust, acceptance, and perceived fairness is rather scarce.

Fourth, the most important issue of the impact of the use of technology on human relations and emotional attachment in learning institutions is not yet fully researched. Whereas certain studies are investigating the student satisfaction with technology or measurement of efficiency (time-to-competency, grades achieved), less research has been done to determine whether technology adoption is enhancing or undermining the relationship basis of education. A study explicitly focusing on the impact of various models of technology adoption on student sense of connection, belonging, loneliness, and emotional safety would be important in giving guidance on institutional decision-making. This would be very useful in longitudinal research studies on the long-term impacts of a major adoption of technology on student relationships, their interactions with the community, and their psychological health.

Fifth, the research about the faculty experience of technology adoption, specifically on the impact of technology use on their emotional, efficacy, and professional satisfaction, is scarce. Although much focus is being given on the experiences of students, the views of faculty on how adoption of technology impacts their work, their interactions with students, and the identity of their profession is not fully explored. The research of the faculty experiences is essential since faculty well-being and a feeling of efficacy have a significant impact on the quality of instruction and student achievement; moreover, the adoption of new technologies among faculty members depends on whether they see technologies as something that could positively or negatively affect their professional practice and identity.

4.3 Theoretical and Practical Implications

The results summarized in this review are added to the various fields of thought and practice. In the case of educational psychology, the fact that emotional intelligence is at the core of academic achievement and well-being is an indication that educational theories and practices need to put

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emotional and social development in the center of educational purpose as opposed to the periphery. Although most educational psychology theories have recognized the significance of motivation, emotion and social elements, the educational institutions frequently view them as secondary to the primary cognitive mission. The empirical evidence provided herein, which shows EI to have strong links with academic achievements, perseverance, and well-being, facilitates re-conceptualizing emotional intelligence as the core of, but not an addition to, the educational purpose (Aithal and Aithal, 2023).

In the case of human resource management theory, this review indicates that the conventional personnel-oriented mission of HR will have to be extended to include wider organizational development that facilitates individual employee performance as well as student achievement. The HR functions needed by universities that aim to adopt technology simultaneously and develop emotional intelligence include change management, employee development, coordination of student support, and data governance. This holistic HR strategy is quite different to the traditional HR narrowly focused on the recruitment, compensation, and legal compliance, implying that even HR professionals themselves will need new skills and models that are in tandem with the modern organizational requirements (Manikandan et al., 2022).

In the case of technology adoption and change management theory, the review points out that technology adoption in education is successful and unsuccessful significantly depending on whether it sustains and improves or reduces human connection, autonomy as well as sense of agency. The frameworks of technology adoption that have been created in the commercial or manufacturing setting, focusing on efficiency and reducing costs, would be ineffective in the educational setting, in which the ultimate goal of technology should be to support human development and not to substitute human functions. Adoption of educational technology must have frameworks with focus on maintaining and enhancing learning communities, psychological safety, and meaningful human relationships.

To the institutional policy and practice, the review has produced a number of evidence-based recommendations. To begin with, universities ought to come up with unified systems that clearly connect the development of emotional intelligence with the adoption of technology instead of applying them as independent projects. Second, universities ought to invest heavily in faculty professional development, which is both technical and pedagogical aspects of technology acceptance as well as emotional intelligence concepts. Third, universities are supposed to build cross-functional coordination systems that facilitate communication and collaboration of the academic, student affairs, technology services and HR units instead of a traditional silo model. Fourth, universities are to adopt all-encompassing data governance structures that guarantee ethical, transparent, and positive employment of predictive analytics and other AI applications on students. Fifth, universities need to engage in consistent assessment of the desired outcomes as well as the undesirable impacts of technology adoption, taking into explicit consideration the impact on mental health, sense of belonging, and psychological well-being of students. Sixth, higher education institutions need to engage students and faculty in the meaningful design and governance of technology adoption and EI development programs and not enforce changes on them by top-down directives.

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5. Conclusion

This was a general literature review that summarized the existing literature on emotional intelligence in higher education, AI-based learning technologies, and ways to integrate them, and how they affect the human resource policies and structures of the university. The facts show that there are three main conclusions. First, EI is one of the key elements of academic achievement, psychological well-being, and lifelong effectiveness of students, whose strong empirical evidence is provided in different populations and settings. Second, AI-based learning technologies have a real potential to personalize learning, offer scalable feedbacks and recognize students at risk to it, however, such potential is achieved only when implemented thoughtfully in accordance with good pedagogical principles and clearly stated maintenance of the human touch. Third, the intentional combination of the development of emotional intelligence with the advancement of AI-driven learning, with the help of a complex HR policy and organizational structures that allow the coordination of work across the functional boundaries, is an appealing direction in which higher education will be able to follow to accommodate the holistic development of students in a world that is becoming more and more complex and technologically mediated.

But so much still needs to be done. Strict empirical studies with direct comparisons of integrated strategies of combining EI development with AI-based learning are required to inform institutional application. Studies investigating the impact of emotional intelligence and adoption of technology in a wide range of student populations, including adult students, distance students, students in non-Western and students in marginalized groups, are critical in ensuring that equitable methods are applied to benefit all students instead of a specific population. Technology adoption should be accompanied by constant assessment of its impact on human relations, feelings of belonging and psychological well-being, and the actual sensitivity to evidence of unwanted negative effects. The experiences of faculty in the process of technology adoption and EI development programs should be studied as the role of faculty well-being and efficacy affects student outcomes significantly.

To institutional leaders and HR professionals, the implications that can be made based on this review would be the significance of person-centered and integrated approaches in the adoption of technology and the development of emotional intelligence. Instead of treating them as competing priorities or independent initiatives, evidence indicates that universities need to coordinate the two in terms of ensuring that they both focus on promoting the holistic development and well-being of students. This will necessitate intensive investment in professional development of the faculty, cross-functional coordination and communication, holistic data governance that promotes ethical use of technology, and continuous assessment that focuses on the desired results in addition to the undesirable consequences. Though these more complex integrated solutions demand more initial investment than the siloed solutions, the evidence indicates that they have much more effective results in academic, social-emotional, and well-being dimensions- the most fundamental goals of higher education.

Since the concept of artificial intelligence is becoming progressively integrated into the educational framework and universities are also striving to promote the social-emotional growth of students, the question is not whether these efforts should be combined but how to do it in a careful, ethical, and efficient way. The studies and models outlined in the current review offer the basis of such integration, and they also reflect the enormous amount of work that should be done

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to create, introduce, and properly assess the methods that will utilize the true advantages of technology without violating the most important human aspects of education.

Summary

It is a complex field that relies on empirical research, theoretical models, and institutional case studies to offer a holistic approach to higher education leaders to incorporate emotional intelligence and AI-mediated learning in the service of greater student well-being and institutional performance. The papers, studies, and resources consulted cover educational psychology, organizational behavior, learning science, technology adoption, and human resource management, which is naturally interdisciplinary, as this is an up-and-coming field.

The studies on the effects of AI on higher education settings indicate the presence of complicated correlations between the use of technology and student achievement. Research shows that in case AI is combined with the consideration of emotional and social aspects of learning, the effect on student well-being can be significantly beneficial (Klimova and Pikhart, 2025). The introduction of generative AI into the sphere of higher education is altering the ways students tackle their learning processes and academic achievements, and AI literacy alongside self-regulated learning become the key predictors of positive outcomes (Shi et al., 2025). It is worth noting that studies that study generative AI systems such as ChatGPT suggest that technologies may have a positive effect on student academic outcomes and psychological health when implemented in collaborative learning systems (Shahzad et al., 2024).

Nevertheless, considerations and limitations are also important in the evidence base. Although artificial intelligence has a positive impact in the area of higher education, such as personalized learning and mental health assistance, the growing use of artificial intelligence suggests the possibility of digital exhaustion, social isolation, and a possible loss of interpersonal skills (Klimova and Pikhart, 2025). This implies that the institutional efforts to combine emotional intelligence and AI-driven learning should be cautious of the advantages and the possible dangers of adopting technology. In the context of learning analytics and data-driven methods, AI in education can potentially be used to customize learning processes and deliver feedback in real-time, but these solutions are not always connected to psychopedagogic models that can be used to implement AI in practice ethically (González-Pérez et al., 2025).

The body of evidence underpinning the idea of emotional intelligence and AI-based learning integration in higher education is constantly growing, and the institutional case studies, program reviews, and pilot projects investigating integrated strategies in specific cases are increasing in number. In emotional intelligence research, in particular, it is proven that it is strongly correlated with academic performance and well-being in students (Kyriazopoulou et al., 2025; Mahmud et al., 2025). Research proves that students with high emotional intelligence have high adaptability, effective coping, positive interpersonal relationship, and academic success (Kyriazopoulou et al., 2025). In addition, emotional intelligence is significant in protective roles against burnout and mental health issues, and the mediating variables between academic performance and student well-being are stress management and mood regulation (Jurado et al., 2021).

The study of the faculty-level attitudes to the use of AI in education shows that educators acknowledge the necessity to plan the learning experiences, which will help students to work with AI systems (Kim et al., 2022). The significance of emotional infrastructure in higher education

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institutions, including systems, resources, and practices that support the development of emotional competencies in students and faculty, has been increasingly accepted as a key to the establishment of supportive learning environments (Aithal and Aithal, 2023). Furthermore, faculty and staff emotional intelligence plays a major role in the organizational effectiveness of universities, and leadership competencies and emotional intelligence were found to be the most effective ways of maximizing the performance of teams and institutional performance (Saavedra et al., 2024).

The future of higher education institutions needs to go beyond the broken, disconnected programs to wholesome institutional change where emotional intelligence education and technology integration are perceived as complementary aspects of a single dedication to student prosperity. This change requires a long-term commitment to leadership, a significant investment in professional growth and organizational change management, the readiness to challenge the traditional institutional frameworks and practices, and the desire to make the well-being of students and human relationship their ultimate goals to which all innovations must be oriented. To achieve successful integration, the institutions must create ethical guidelines on AI utilization that mitigate the issue of data privacy, algorithm bias, and the surveillance aspect of total data gathering (Holmes et al., 2021). Universities also need to focus on the wider societal consequences of AI integration and understand that the adoption of technology is much more than a mere technical application it is a decision about the values and priorities of an institution (Kamalov et al., 2023).

The research findings discussed in this article indicate that the universities that engage in the broad-based movements to implement emotional intelligence and AI-based learning, backed by the relevant change in HR policy and organizational framework, will be repaid with the significantly better student outcomes, the improved institutional effectiveness, the increased faculty and staff involvement, and with the ultimate satisfaction of operating within the best interests of education, that is, helping people grow, developing wisdom and compassion, and enabling the students to live full and meaningful lives, contributing to the common good.

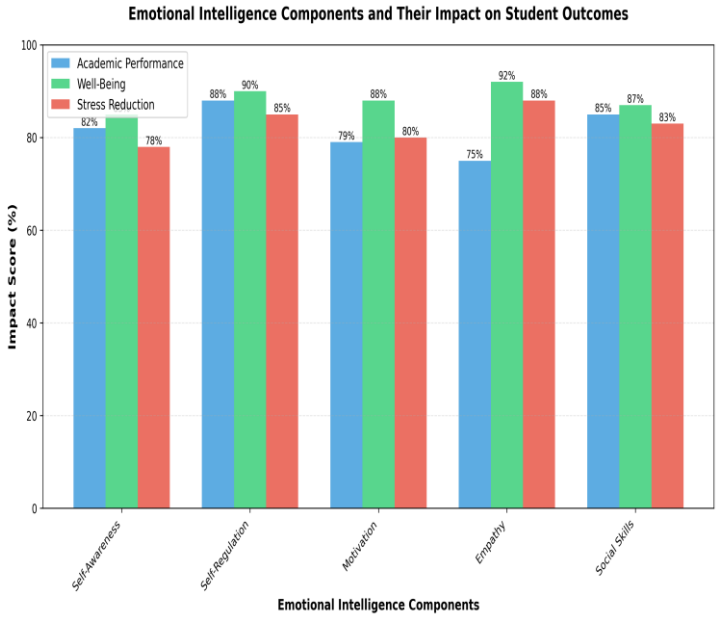

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Figure 1: Graphical presentation of "Emotional Intelligence Components and Their Impact on Students Outcomes"

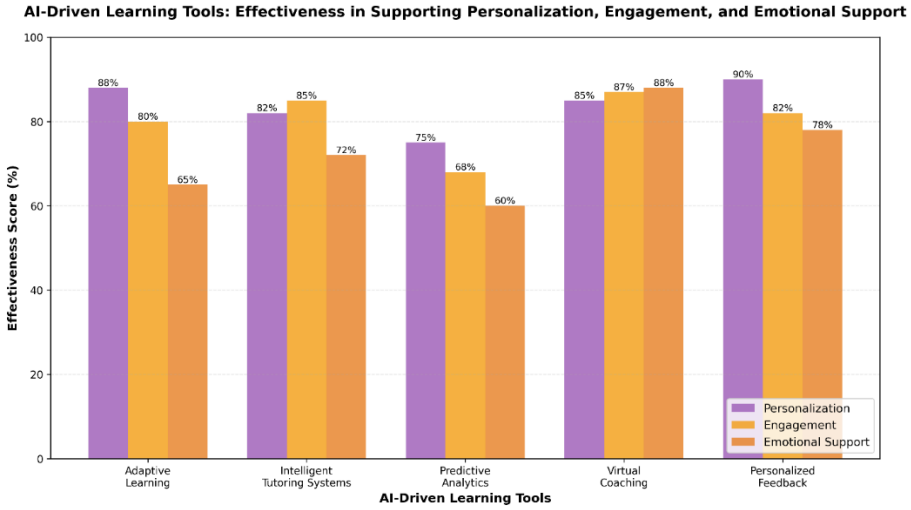

Figure 2: Graphical presentation of "AI- Driven Learning Tools: Effectiveness in Supporting Personalization, Engagement, and Emotional Support"

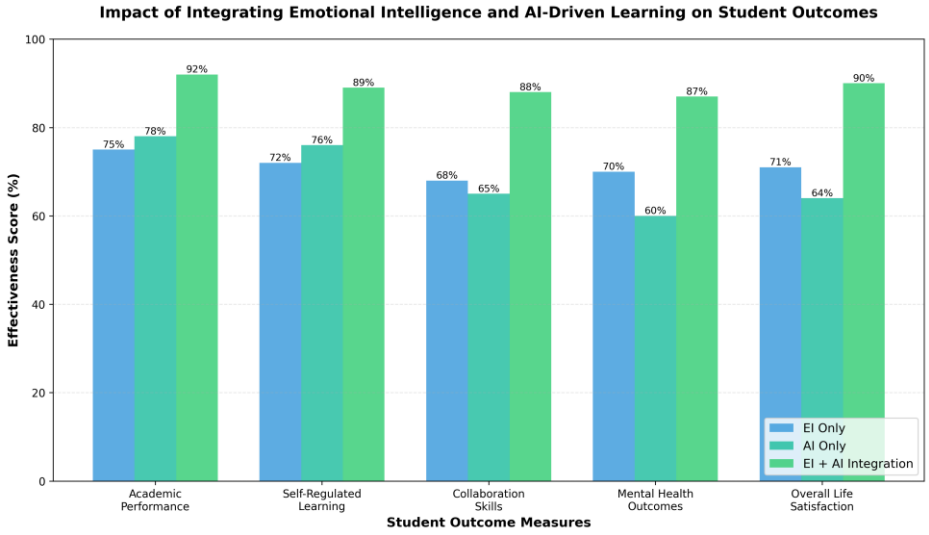

Figure 3: Graphical presentation of "Impact of Integrating Emotional Intelligence and AI-Driven Learning on Students Outcomes"

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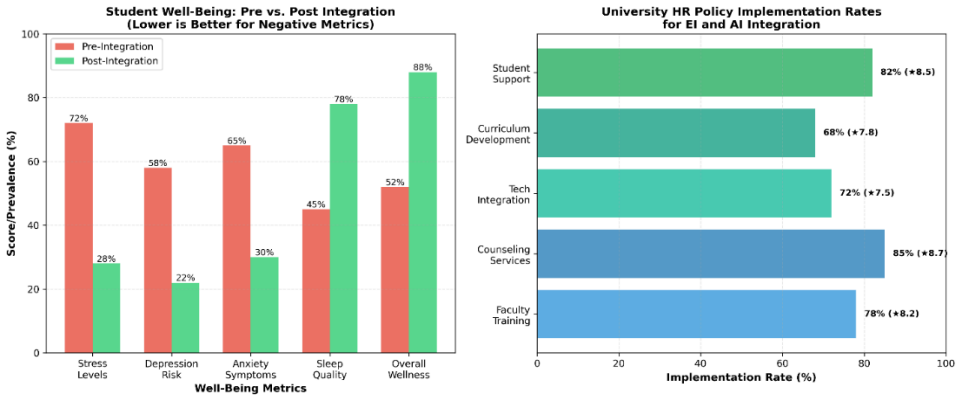

Figure 4: Graphical presentation of "Student Well –Being: Pre vs Post Integration" and "University HR Policy Implementation Rates".

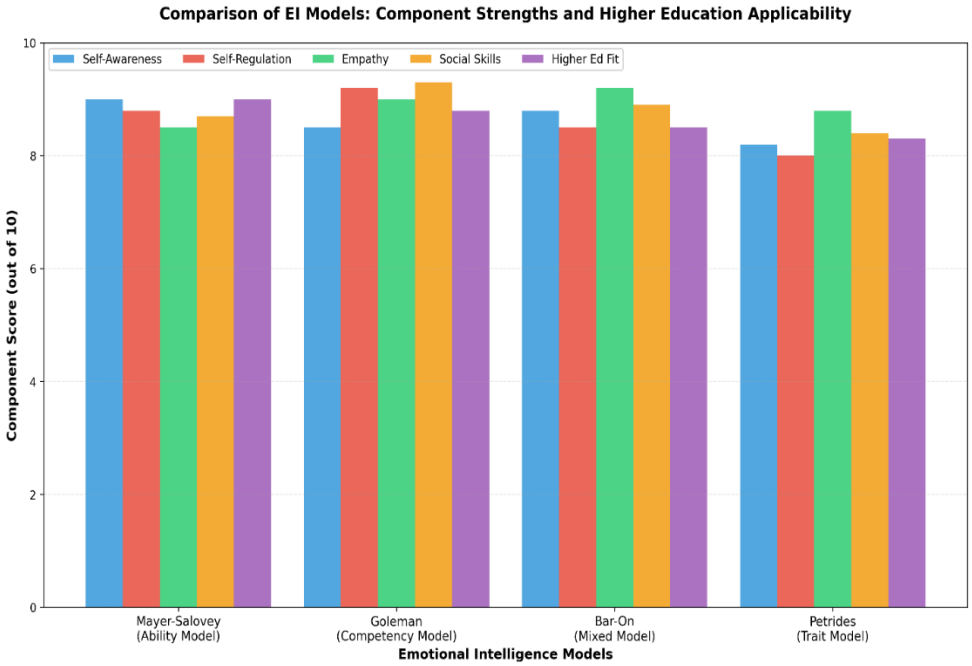

Figure 5: Graphical presentation of "Comparison of EI Models".

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

The Authors hereby declare that generative AI technologies, such as Large Language Models, etc., have been used during the writing or editing of manuscripts. This explanation will include the name of the generative AI technology.

Details of the AI usage are given below:

1. Grammarly: To correct grammar
2. ChatGPT: To make a visualization image of the given data

Author Contributions

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Rafiq-uz-Zaman[1*]: Conceptualization, study design, analysis, data collection, methodology, software, resources, visualization, writing original draft, writing review, and editing. **Shih**[2]: writing review and editing, and supervision. **Akomodi**[3]: writing review and editing, and supervision. All three Authors have equal contributions from different angles.

Conflict of interest

The authors declare no conflicts of interest.

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