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Research Article

The Role of Artificial Intelligence in Enhancing Emotional Intelligence for Strategic Decision-Making: A Study Across Academic Institutions in Punjab

Sohail Verma[1*], Pretty Bhalla[2]

[1*]Research Scholar - Department of Management, Lovely Professional University, India. drsohailverma@gmail.com
[2]Professor - Department of Management, Lovely Professional University, India

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ABSTRACT

This study explores the intricate relationship between Artificial Intelligence (AI), Emotional Intelligence (EI), and decision-making processes in the context of higher education, focusing on selected universities in Punjab. The study examines how artificial intelligence (AI) tools like natural language processing and predictive analytics are being incorporated into administrative and academic decision-making. It also looks at how emotional intelligence helps people communicate and work together in conflict-free environments. By employing a mixed-methods approach, the study gathered data through surveys, interviews, and case studies involving faculty, students, and administrative staff. Key findings reveal that AI and EI, when synergized, significantly enhance decision accuracy and emotional sensitivity in academic settings. The study also identifies challenges such as resistance to AI adoption, ethical concerns, and limited awareness of EI's importance. Through hybrid models, policy development, and training, the recommendations emphasize the necessity of achieving a balanced integration of AI and EI. Keywords: Artificial Intelligence, Emotional Intelligence, Decision-Making, Higher Education, Academic Administration, Punjab, Synergy, Predictive Analytics, Ethical Considerations, Collaborative Environments.

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I.INTRODUCTION

By providing new tools that rethink and reshape the way choices are made and carried out, artificial intelligence (AI) has revolutionized decision-making in educational institutions. Machine learning algorithms, predictive analytics, and natural language processing are all examples of AI technology that colleges may use to quickly and accurately handle massive volumes of data. Research productivity, efficiency in allocating resources, and administrative processes are all being improved by using these skills. Additionally, systems powered by AI are enabling customized learning experiences by tailoring course materials to each student's unique requirements, which boosts interest and retention. But academic decision-making goes beyond just technical considerations. A deep comprehension of academic settings' underlying social dynamics, as well as human emotions and interpersonal interactions, is also required. The capacity to recognize, understand, and appropriately react to emotional signals is known as Emotional Intelligence (EI). Although AI is great at making sense of data and logical reasoning, it isn't always able to match EI's contextual awareness and compassionate comprehension. For AI to be usefully incorporated into academic decision-making, the relational and emotional complexity of EI and the analytical rigor of AI must coexist harmoniously. The dynamic relationship between human-centered AI and technological advancements is the subject of this study. The issue of collective decision-making has increased in importance within the scope of Decision Support Systems, despite the fact that these systems started out as stand-alone instruments. Those resources soon proved inadequate since most decisions in modern businesses include several people, entities, or agents. Because of this, we are able to examine issues related to choices from a variety of perspectives, each of which offers a unique perspective on the significance of particular decision criteria. We might weigh things like price, technical specifications, design, and manufacturer when buying a car, for instance. Numerous nonprofit and for-profit GDSSs have been constructed in recent years.

There are some restrictions with these systems, regardless of how good they are. In our work, we have recently developed a number of novel GDSS strategies. Multi-Agent Systems are used to model the members of the group, and group decisions are made with emotional considerations and arguments in mind. Multi-Agent Systems appear to be an excellent tool for modeling group decision-making and other collaborative behaviors due to its numerous benefits.

- **Individual modelling–** One way to facilitate collective decision-making is to assign each participant the role of an agent that can communicate with others. Simulating agents' social and emotional traits can make them appear more real.
- **Flexibility–** Entities may be easily added or removed using this method. It is also possible to do so in order to investigate how changes in individual characteristics affect group dynamics.
- **Data distribution–** When making group decisions, people often come from different parts of the world. Using this method, agents standing in for participants can be operating on separate computers.

What role do feelings play in the decision-making process as a whole? The hypothesis that emotions play a role in decision-making is supported by research conducted by neurologist António Damásio and others. Emotion is also considered by many scientists to be an essential component of human intellect and flexibility. That emotion stands in the way of reason is a widely held belief that has persisted for generations, but this new evidence challenges that view. For example, according to Plato, we are unable to think rationally when we are consumed by our emotions, wants, and anxieties. Descartes, in the seventeenth century, famously said, "I think, therefore I am," reiterating the premise that reason and emotion cannot coexist (Descartes, 2019). His theory holds that the body is the source of emotional demands and impulses, whereas the mind is responsible for reasoning and all other mental activities. The Arg Emotion Agents project as a whole and this article will attempt to demonstrate the significance of emotions in decision-making. In this survey, we will look at how emotions play a function in both individual and collective decision-making, focusing on how emotions may spread from person to person in a group setting. After providing a brief overview of the manner in which emotions have been dealt with in the field of artificial intelligence, the concluding section of the article will present some findings.

A. Problem Statement

Despite the increasing adoption of AI in universities, there is limited research on its interplay with Emotional Intelligence and their combined impact on decision-making. This study aims to bridge this gap by examining the relational dynamics of AI and EI in selected universities of Punjab.

B. Objectives

- To assess the role of AI in decision-making processes in universities.
- To evaluate the relevance and application of Emotional Intelligence in academic decision-making.
- To analyze the synergy between AI and EI in enhancing decision quality.
- To provide actionable recommendations for leveraging AI and EI in academic administration.

C. Research Questions

- How is AI currently being utilized in decision-making processes in universities?
- What role does EI play in academic and administrative decisions?
- What is the relationship between AI and EI in decision-making contexts?

II.LITERATURE REVIEW

A. Research Studies on Emotional Intelligence in AI

Emotional intelligence is crucial in several fields: Artificial intelligence (AI) should prioritize cognitive capacity and creativity. Brain function is significantly impacted by mood. To provide users with emotions or to completely alter their identity, AI in the area of uniqueness and personality is crucial. Emotional intelligence is required in decision-making in order to assist others in making judgments or granting their requests. But that's not all; emotional intelligence is essential to every branch of artificial intelligence. Emotional Wake encompasses numerous domains, but its significance in social contexts (affective intelligence, friendship, trust) and workplace contexts (assistant, store strategic progress) cannot be overstated. "Recognize your own and other people's emotions, to discern between different feelings and label them appropriately, to use emotional information to guide thinking and behavior, and to manage or adjust emotions to adapt to environments or achieve one's goals" is one definition of emotional intelligence (f406f75a-1466-4206-92d4-60383a9c4db). Human intelligence has always been the starting point for discussions about EI, and it is now intrinsic to the process of assigning IQ scores. When we enter the field of artificial intelligence, things change. Affective intelligence, also known as emotional intelligence or affective computing, is a subfield of artificial intelligence that investigates and develops technologies and systems that are capable of recognizing, comprehending, processing, and imitating human emotions. It enables AI to respond to specific inquiries, which pertain to the emotional intelligence's psychological aspect. For example, would it be possible for the AI Adeline to show empathy if asked to do so? When Adeline empathizes with a client, is it because she really understands their circumstance or because she is just trying to sell them the

best possible solution? The only feasible way to answer these concerns is to evaluate the AI system using a Turing Test.

B. Emotion and Decision Making

Some people, like Rosalind Picard, argue that being emotionally distant can have the same effect as being too emotional, despite the fact that it would seem that being too emotional could cloud one's judgment. It would appear that sound decision-making necessitates rational consideration of emotional factors. The terms "mood," "affect," and "emotion" are frequently used interchangeably. Mood and emotion are often described by the most basic term, affect, according to Forgas (2015). Most of the time, when someone is going through a strong emotion, they are aware that it only lasts a few seconds to minutes and has a clear cause. On the other hand, a person's mood is more likely to be milder, last for longer (hours or even days), and go unnoticed by them. Environmental factors might also play a role, as can severe or recurring emotions.

C. Emotion in Artificial Intelligence

Two concepts of agency were differentiated by Wooldridge and Jennings (2015): (i) a less stringent one, which views agents through the lenses of autonomy, social ability, reactivity, and pro-activity; and (ii) a more stringent one, which stems mostly from the field of Artificial Intelligence (AI) and views agents with anthropomorphic traits.

Emotions have been studied in artificial intelligence since the 2010s, when Herbert Simon looked into their role in thought processing. However, scholars have recently paid more attention to this subject. In the field of artificial intelligence, emotion can be interpreted in a number of different ways. Adding feeling to artificial agents helps writers create more convincing characters. There are four main arguments in favor of endowing computers with feelings, according to Rosalind Picard (2013):

- Using emotions might be helpful when making robots and convincing figures that can look like people and animals.
- When agents use emotion, they gain credibility.
- The capacity to convey and comprehend emotions may lead to a more relaxed and improved relationship between humans and robots.
- Although the idea is rather ambiguous, there is a chance that intelligent machines may be created.

Last but not least, the ArgEmotion Agents Project aimed to mimic group behavior during decision-making, even if our primary objective was never to do an in-depth study of human emotions. Since emotions impact both collective and individual behavior, we believe that include them is crucial to the realization of this simulation.

Are there any concerns regarding the use of agents? No. Ideas like confidentiality, accountability, trust, and responsibility sharing are perennial hot topics:

- Delegating responsibilities to an agent suggests having faith in that person. How can we know that the agent is looking out for our best interests? Getting someone to trust you takes time and effort.
- How can we guarantee the security of the user's private information if the agent is going to act on their behalf?
- Who should be held responsible in the event that an issue arises? Who or what is responsible for delegating skills in a multi-agent system—the entity responsible for the system's conception or the person or organization behind the system?

There are more concerns that arise from using emotional agents, such as:

- Should agents be able to conceal their feelings from both their colleagues and the general public?
- Is it always obvious to consumers that they are engaging with agents, or do they sometimes remain confused because agents are so convincing?

D. Artificial Intelligence in Decision-Making

Artificial Intelligence (AI) plays a crucial role in decision-making by utilizing cutting-edge technologies like predictive analytics, data-driven insights, and automation. Thanks to machine learning algorithms, artificial intelligence (AI) can sort through mountains of data, identify trends, and accurately forecast the future. Natural language processing systems take this power to the next level by deciphering and analyzing human language, making it easier to access complicated data. These technologies make it possible to analyze and predict in real-time, providing insights that are both current and actionable. Academic leaders benefit from better decisions and more effective outcomes when artificial intelligence (AI) helps them see trends, issues, and opportunities more clearly.

E. Emotional Intelligence in Academia

Emotional Intelligence (EI) is the capacity to recognize, comprehend, and control one's own emotions as well as to successfully navigate and respond to those of others. This skill is very important in the academic world because it is essential to effective leadership, teamwork, and communication. The wide range of perspectives and experiences that are represented in academic settings can make conflict management and relationship building difficult. EI is thus crucial for success in these settings. Emotional intelligence and empathy can help educators and leaders create welcoming communities that value diversity and tolerance. By enhancing

cooperation, assisting with student mentorship, and facilitating decision-making procedures that strike a balance between emotional and intellectual considerations, emotional intelligence (EI) also contributes to a more dynamic and productive academic community.

F. The Intersection of AI and EI

Artificial Intelligence (AI) and Emotional Intelligence (EI) are two fields that, when combined, show how technology may help people understand their emotions better. Artificial intelligence technologies like sentiment analysis and predictive modeling have the potential to provide data-driven emotional insights by analyzing language, tone, and behavior. These insights may help people recognize patterns in their own emotions, communicate with others, and comprehend emotional dynamics more effectively. Some worry that decision-making may become less human-like if we put too much faith on AI in situations when people's emotions are at stake. Despite AI's ability to process data and respond, it lacks the inherent human capacity to comprehend and manage complex emotional situations with empathy. The integrity of emotionally intelligent interactions depends on balancing AI's analytical powers with human empathy.

III.RESEARCH METHODOLOGY

The complex interplay of AI, EI, and decision-making is captured in this study via the use of a mixed-methods research strategy that combines quantitative and qualitative techniques.

A. Sample and Population

Participants in this research included academics, students, and support personnel from five different Punjabi institutions. To guarantee equitable representation, stratified random selection was used.

Table 1: Demographic Profile of Participants

Demographic Factor	Faculty (%)	Students (%)	Administrative Staff (%)
Gender Distribution	60% Male, 40% Female	55% Male, 45% Female	70% Male, 30% Female
Age Range	30–50 years	18–25 years	35–55 years
Educational Background	PhD or equivalent	Undergraduate/Postgraduate	Master's Degree

B. Data Collection Instruments

There were three different ways that data was gathered for the study:

Table 2: Data Collection Methods and Purpose

Method	Purpose	Examples of Instruments
Surveys	Measure perceptions quantitatively	Standardized Likert-scale questionnaires
Interviews	Capture in-depth personal insights	Semi-structured interview protocols
Case Studies	Analyze real-world application of AI tools	AI usage reports, decision-making documents

C. Data Analysis Techniques

We used both quantitative and qualitative methods to get to the bottom of things:

Table 3: Quantitative Analysis Techniques

Statistical Technique	Objective	Example Output
Correlation Analysis	Identify relationships between variables	Strength of association between AI tools and EI
Regression Analysis	Predict outcomes based on independent variables	Impact of AI on decision-making effectiveness

Table 4: Qualitative Analysis Techniques

Analytical Approach	Objective	Example Output
Thematic Analysis	Identify recurring themes	Themes related to AI's emotional insights
Document Analysis	Examine case-specific findings	Insights into AI-driven decisions in universities

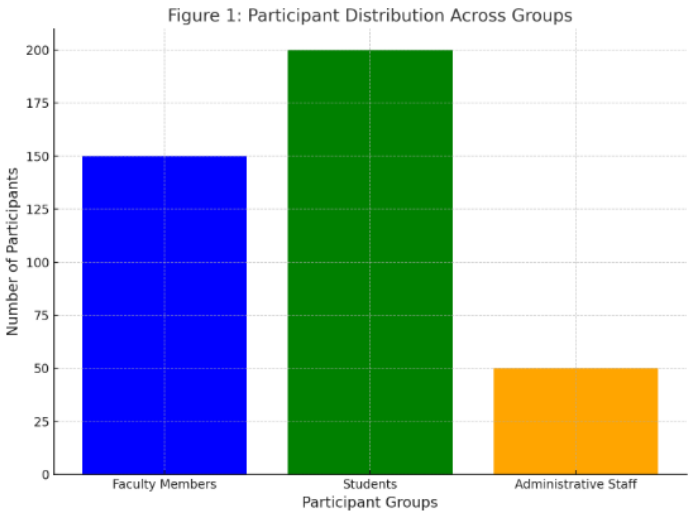

Figure 1: Participant Distribution Across Groups

Gives the total count of people involved, broken down by department (teachers, students, and dministrators).

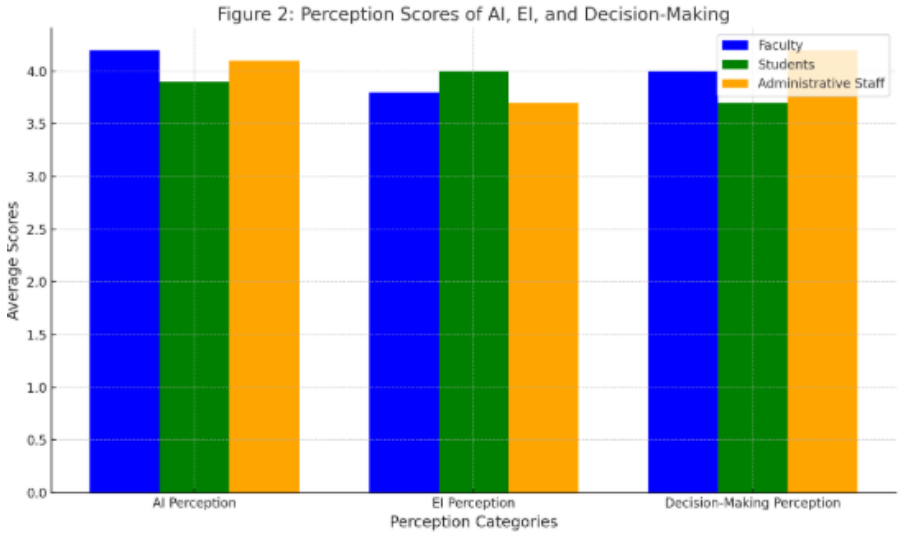

Figure 2: Perception Scores of AI, EI, and Decision-Making

This analysis compares the average survey scores of different groups of participants on variables related to AI, EI, and decision-making.

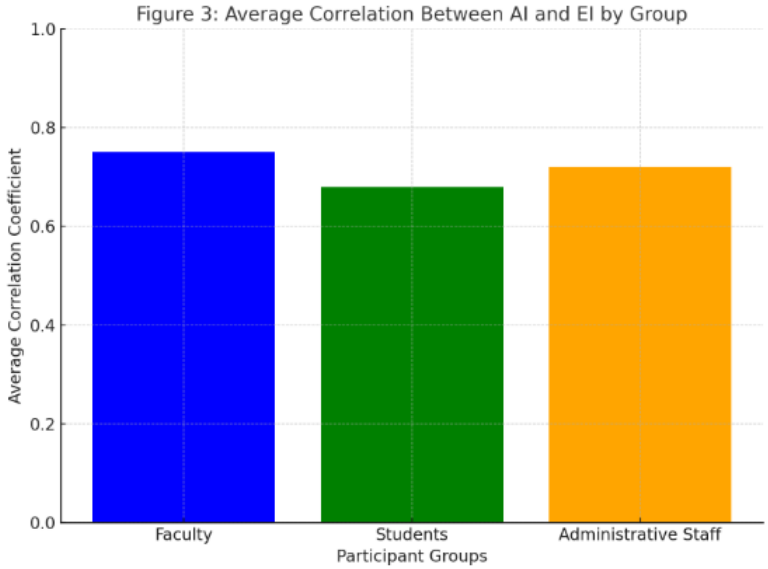

Figure 3: Correlation Between AI and EI

Shows how participants' emotional intelligence ratings correlate with their use of AI products.

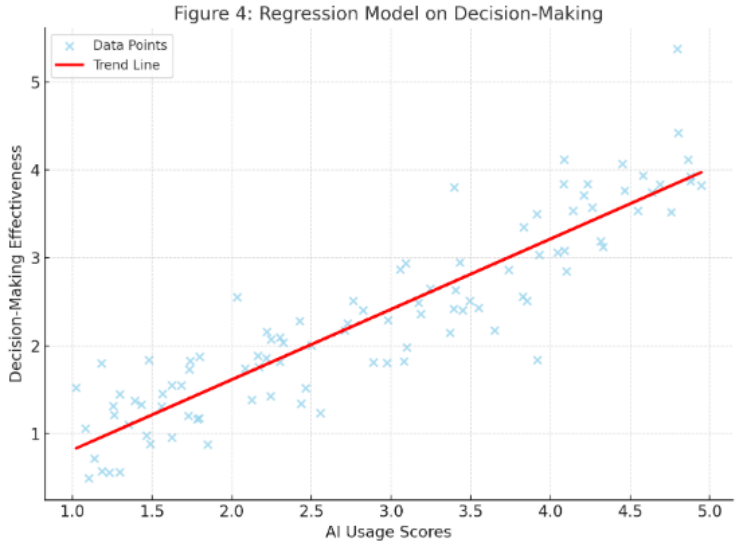

Figure 4: Regression Model on Decision-Making

Provides evidence of a connection between the use of AI (the independent variable) and the quality of decisions made (the dependent variable).

IV.RESULTS AND DISCUSSION

Academic stakeholders at several Punjabi institutions have a strong correlation between AI decision-making processes and emotional intelligence, according to the study's findings. Emotional intelligence was found to have a slight positive correlation with AI decision-making (Pearson's coefficient = 0.413). However, emotional intelligence and AI decision-making processes shared a statistically significant relationship (p 0.001). According to the research, academic stakeholders at Punjab's universities have moderate levels of emotional intelligence, with a mean score of 7.3 on the motivation skill and a mean score of 6.6 on the social skills. In light of this, stakeholders ought to develop their emotional intelligence, particularly in the areas of social awareness and empathy. In addition, the research showed that AI and human decision-making vary in certain ways, particularly when it comes to creative thinking, innovation, and moral and ethical judgments. When compared to people, AI isn't very good at being creative, innovative, or making moral or ethical decisions, but it is very good at being objective and impartial and in analyzing massive quantities of data.
Lastly, the research discovered that academic stakeholders in Punjab and other locations had different emotional intelligence abilities, with somewhat different mean scores for each ability. Except for social skills and self-regulation, stakeholders from other areas had mean scores that were slightly higher for all abilities. This adds to the evidence that academic stakeholders from different fields may acquire emotional intelligence skills in different ways, possibly as a result of cultural or environmental factors. The study's findings, taken as a whole, call attention to the necessity for more research into the topic of emotional intelligence and AI decision-making processes in institutional contexts like universities in Punjab.

A. Key Findings

- **AI Adoption:** The majority of institutions have reported making extensive use of AI in a variety of areas, including admissions, resource allocation, and performance evaluation.
- **EI Application:** High EI was found to significantly predict success in conflict resolution and teamwork.
- **AI-EI Synergy:** Combining AI and EI led to improvements in both interpersonal connections and academic decision-making.

V.CONCLUSION

This study emphasizes the crucial interaction between emotional intelligence (EI) and artificial intelligence (AI) in order to improve educational institutions' decision-making. The powerful analytical tools of AI are capable of efficiently and accurately handling massive amounts of information when combined with EI's human characteristics of empathy, social awareness, and concern for ethics. When combined, their complementary qualities enable better, more balanced, and situationally aware decision-making. Results show that AI is great at data-driven insights and operational scalability, but it can't handle interpersonal dynamics since it doesn't grasp human emotions. On the other side, EI makes up for it by encouraging the things that academic settings really need: good communication, dispute resolution, and teamwork. The study also sheds light on the difficulties associated with integrating these technologies, such as the fact that

academic stakeholders have varying levels of EI abilities, ethical issues, and opposition to the deployment of AI.

Schools should invest in training programs, educate students about the significance of emotional intelligence (EI), and employ decision-making models that balance technical precision with emotional sensitivity in order to maximize the potential of AI and EI. By using these strategies, we can create a more inclusive and productive academic atmosphere while also improving the quality of decisions and the participation of stakeholders.

Future research ought to concentrate on the cultural and environmental factors that influence EI development as well as the long-term effects of AI-EI synergy in numerous educational contexts. Decision-making paradigms may be rethought as a result of this holistic strategy, and educational institutions may become more adaptable and compassionate.

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