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Leveraging Artificial Intelligence for Emotional Intelligence Management in Public Universities: Antidote for Improving Lecturers' Well-being in Lagos State, Nigeria

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Abstract **Original Research**

This study explored the role of Artificial Intelligence (AI) as an antidote for improving lecturers' well-being through effective emotional intelligence management in public universities in Lagos State, Nigeria. The emotional well-being of lecturers has become a critical concern in public universities due to increasing workloads, overcrowded classroom, technological disruptions, and the pressure to achieve excellence in teaching, research, and community service. The study adopted a conceptual approach and explores how AI-powered tools such as intelligent counselling systems, emotion recognition software, virtual assistants, and predictive analytics can assist lecturers in monitoring emotions, managing stress, enhancing interpersonal relationships, and maintaining psychological balance. The study further argues that integrating Artificial Intelligence (AI) with emotional intelligence competencies can foster resilience, job satisfaction, motivation, and a positive work environment among academic staff. In addition, issues relating to digital literacy, ethical considerations, institutional support, and data privacy are discussed as essential factors for successful implementation. The study concludes that the strategic deployment of Artificial Intelligence (AI) for emotional intelligence management offers a sustainable solution for enhancing lecturers' well-being and overall institutional effectiveness. It is therefore recommended that university administrators should invest in AI-driven emotional support systems and develop policies that encourage responsible and inclusive AI adoption in Nigerian public universities.

Keywords: Artificial Intelligence, Emotional Intelligence Management, Lecturers' Well-being, and Public Universities.

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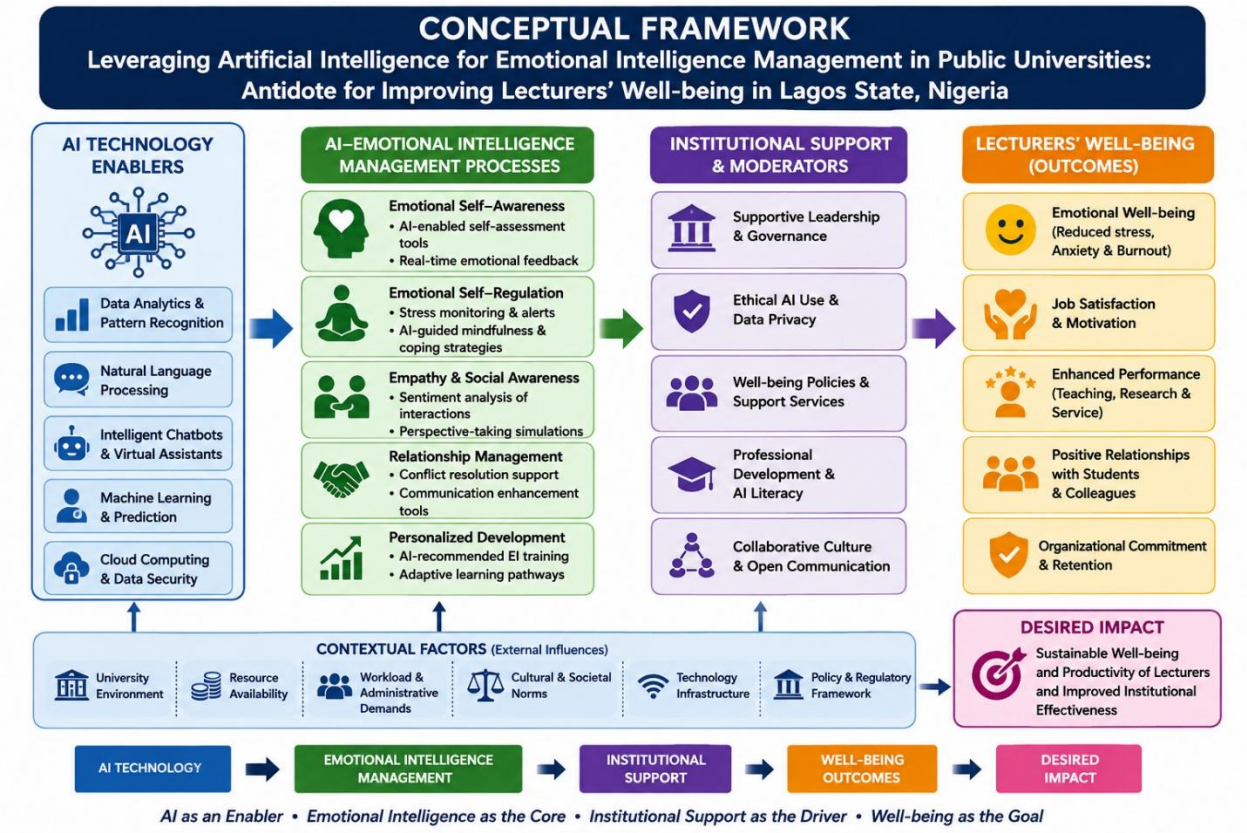
Introduction

The growing complexity of university administration, increasing workload, technological disruption, and changing expectations of academic staff have placed considerable pressure on lecturers in Nigerian public universities. These pressures seem to affect lecturers' emotional stability, job satisfaction, interpersonal relationships, productivity, and overall well-being. The univ ersity is an ivory tower and citadel of learning where

teaching, research and community service can be achieved through mentorship programmes (Shittu, Ola & Adepoju, 2023). It is therefore necessary to leverage on Artificial Intelligence (AI) as a mechanism for strengthening emotional intelligence management and improving lecturers' well-being in public universities in Lagos State, Nigeria. Artificial intelligence (AI) is defined as the simulation of human intelligence in computers designed to understand, learn, and solve problems in the same way as people do (Shittu, Kayode, Oguntola & Ayibiowu, 2026). Artificial Intelligence (AI) can complement, rather than replace human judgement by providing intelligent tools for recognising emotional patterns, supporting self-awareness, facilitating personalised professional development, monitoring workplace stress indicators, and strengthening communication between university management and academic staff. According to Shittu, Yekinni and Adedapo (2022), academic staff stress can be said to be normal if there is a regular balance in the time used to carry out numerous organizational goals and duties in such a way that the mental and physical state of the person doing the work is not affected. When calculating normal workload, three important variables should be considered. These are Task, Time, and Frequency of labour. Task refers to the job to be done. Tasks can be broken down into daily, detailed, and project. Daily tasks are routine jobs that need to be carried out daily basis, an example of such tasks for a lecturer is teaching. The emergence of Artificial Intelligence (AI), especially generative AI, has significantly impacted the ecosystem of higher education institutions across the world. Generative AI can be described as systems with intelligence to create original content such as text, summaries, learning notes, or analysis based on a large volume of information. Examples of such tools used in learning institutions include ChatGPT, Grammarly, Gemini, and Turnitin. The framework integrates AI-enabled emotional assessment, emotional self-regulation, empathy development, relationship management, institutional support, and lecturers' well-being. It further identifies ethical considerations, including privacy, informed consent, algorithmic bias, data security, and the need to preserve human agency in emotionally sensitive decisions (Mohammed, Shittu, Abudu, Mohammed & Dairo, 2025). However, lecturers in public universities frequently perform multiple roles simultaneously. Within this changing environment, lecturers remain central to teaching, research, innovation, community service, and institutional development. The demands associated with these responsibilities can place significant emotional and psychological pressure on academic staff. In addition to classroom teaching, they are expected to conduct research, publish scholarly works, supervise students, participate in administrative activities, attend meetings, secure research grants, engage in community service, and contribute to institutional development. Where these demands are accompanied by inadequate resources, large workloads, administrative pressures, and limited opportunities for professional development, lecturers' emotional well-being may be affected. Emotional intelligence has become increasingly important in understanding how employees respond to workplace demands. Emotional intelligence involves the ability to recognise, understand, regulate, and appropriately express one's emotions while also responding constructively to the emotions of others. In university environments, these competencies are particularly relevant because academic work is fundamentally relational. Lecturers interact continuously with students, colleagues, university administrators, professional bodies, and external stakeholders. The emergence of Artificial Intelligence provides a new opportunity to strengthen emotional intelligence management within higher education institutions.

Conceptual Framework

The conceptual framework illustrates how Artificial Intelligence (AI) can be leveraged to strengthen emotional intelligence management and improve the well-being of lecturers in public universities in Lagos State, Nigeria.



The framework is based on the assumption that the effective integration of AI into university administration can provide lecturers and university managers with innovative tools for understanding emotional experiences, managing workplace pressures, and creating a healthier academic environment. The first component is AI Technology Enablers, which represents the technological foundation of the framework. It comprises data analytics and pattern recognition, natural language processing, intelligent chatbots and virtual assistants, machine learning and prediction, and cloud computing and data security. These technologies provide the capacity to collect, analyse, interpret, and utilise relevant information to support lecturers' emotional and professional needs. The second component is AI-Emotional Intelligence Management Processes. This constitutes the central mechanism through which AI contributes to lecturers' well-being. It encompasses emotional self-awareness, emotional self-regulation, empathy and social awareness, relationship management, and personalised professional development. AI-enabled self-assessment tools can help lecturers reflect on their emotional experiences, while intelligent systems can provide personalised suggestions for managing stress, improving communication, and developing coping strategies. Similarly, AI-supported simulations and communication tools can strengthen empathy, conflict resolution, and interpersonal relationships among lecturers, students, and university administrators. The third component, Institutional Support and Moderators, recognises that technology alone cannot guarantee improved well-being. Supportive leadership and governance, ethical AI practices, data privacy, staff welfare policies, professional development, AI literacy, collaborative culture, and open communication are necessary conditions for successful implementation. These factors can determine whether lecturers perceive AI as a supportive resource or as a mechanism for

surveillance and control. The fourth component is Lecturers' Well-being Outcomes. Effective AI-supported emotional intelligence management is expected to contribute to reduced stress, anxiety, and burnout; increased job satisfaction and motivation; improved teaching, research, and community service performance; stronger relationships with students and colleagues; and greater organisational commitment and retention. Finally, the framework identifies the desired impact as sustainable lecturers' well-being and productivity, leading ultimately to improved institutional effectiveness. Lecturers' job satisfaction is a critical determinant of postgraduate students' academic performance (Shittu, Okere & Mohammed, 2026). However, contextual factors such as resource availability, workload, administrative demands, cultural norms, technological infrastructure, and regulatory policies may influence the strength of these relationships. Overall, the framework presents AI as an enabling mechanism rather than a replacement for human leadership and professional support. Its central proposition is that when AI is ethically deployed within a supportive university environment, it can enhance emotional intelligence management and contribute meaningfully to a healthier, more productive, and resilient academic workforce.

Concept of Artificial Intelligence in University Administration

Artificial Intelligence refers broadly to computational systems capable of performing tasks that ordinarily require aspects of human intelligence, including learning, reasoning, prediction, language processing, pattern recognition, and decision support. Artificial intelligence (AI) is defined as the simulation of human intelligence in computers designed to understand, learn, and solve problems in the same way as people do. These high-profile AI applications include advanced web search engines like Google Search, recommendation systems such as YouTube, Amazon, and Netflix; autonomous speech such as Waymo; generative and creative tools such as ChatGPT, Gamma PPT; Ask AI, Google Translate, Gemini, AI Chatbot, Orai, Suno and AI art; superhuman play and analysis in strategy games such as chess, Go; and interacting via human speech such as Google Assistant, Siri and Alexa (Shittu, Temisanren, Dairo & Ola, 2026). According to Shittu, Idowu and Lawal (2020), online teaching is an application of electronic devices to impart knowledge and acquire skills through the internet, intranet/extranet, audio or video tape, satellite TV and CD-ROM, Web-based learning, computer-based learning, virtual classroom and digital collaboration. However, the use of AI in emotional intelligence management requires considerable caution. Human emotions are complex, culturally influenced, and context-dependent. An algorithm cannot fully understand the lived experiences of an academic staff member. Consequently, AI-generated information should be regarded as supportive evidence rather than an unquestionable diagnosis or managerial verdict.

In university education, AI is increasingly being applied to teaching, learning, student services, research, administration, and institutional decision-making. According to Dairo, Shittu, Beyioku and Odekunle (2025), Artificial Intelligence (AI) has evolved from a theoretical concept into a transformative force that now underpins almost every aspect of global life from communication and commerce to healthcare and education. In university education, Artificial Intelligence represents not merely a technological advancement but a paradigm shift that reshapes teaching, learning, and research practices. Today, Artificial Intelligence (AI) is increasingly transforming university administration by changing how institutions collect information, allocate resources, monitor performance and make strategic decisions. AI has particular relevance to university administration because contemporary institutions generate large amounts of information. These include staff performance records, workload information, survey responses, student feedback, attendance patterns, research outputs, and administrative communication. Properly governed AI systems can help transform such information into useful insights for decision-making. For lecturers' well-being, AI applications may include confidential digital well-being platforms, intelligent staff-support chatbots, sentiment-analysis systems, personalised emotional-intelligence training, workload-

monitoring dashboards, and early-warning mechanisms for identifying organisational stress patterns.

Leveraging AI for Emotional Intelligence Management

Artificial intelligence (AI) is defined as the simulation of human intelligence in computers designed to understand, learn, and solve problems in the same way as people do (Shittu, Kayode, Oguntola & Ayibiowu, 2026). The integration of AI into emotional intelligence management can occur through several complementary mechanisms.

1. **AI-Enabled Emotional Self-Assessment:** Universities can develop secure digital platforms through which lecturers voluntarily assess aspects of their emotional experiences. The system can provide immediate feedback and recommend relevant resources. For example, a lecturer experiencing persistent workload pressure could receive recommendations relating to time management, delegation, communication, professional counselling, or workload discussions with appropriate institutional officers.
2. **Intelligent Professional Development:** AI can personalise emotional-intelligence training according to individual learning needs. Rather than providing identical training to every lecturer, an AI system can recommend different learning pathways based on self-assessment results and professional circumstances.
3. **AI-Supported Stress and Workload Monitoring:** AI can analyse aggregated institutional workload information to identify departments or organisational processes associated with excessive workload. Importantly, such analysis should focus primarily on institutional patterns rather than covertly monitoring individual lecturers. The purpose should be to help management redesign processes, improve workload distribution, and provide support not to punish staff.
4. **AI-Powered Communication Support:** AI tools can help lecturers and administrators improve professional communication. Generative AI, for example, can assist users in reframing emotionally charged messages into respectful and constructive communication. This can be particularly valuable during periods of organisational disagreement or administrative change.
5. **AI-Enabled Early-Support Systems:** AI can help identify broad organisational signals associated with declining staff well-being, particularly when based on voluntary surveys and aggregated information. Such systems could alert university management that a department requires additional support, professional development, mediation, or workload review. The human element remains essential. AI should identify potential areas of concern, while qualified human professionals determine appropriate interventions.

Proposed AI-Emotional Intelligence Management Framework

This study proposes a framework consisting of five interconnected components:

AI Technology → Emotional Intelligence Management → Institutional Support → Lecturers' Well-being → Organisational Outcomes.

The framework operates through the following dimensions:

1. AI-enabled emotional assessment
2. Self-awareness and emotional regulation
3. Empathy and interpersonal relationship management
4. Institutional staff-support mechanisms
5. Lecturers' well-being and organisational effectiveness

Dimension	AI Technology	Emotional Intelligence Management	Institutional Support	Outcome
1. AI-enabled emotional assessment	AI tools collect and analyze emotional data through surveys, sentiment analysis, and digital interactions.	Provides insights into lecturers' emotional states, stress levels, and well-being indicators.	University ensures ethical data use, confidentiality, and provides feedback mechanisms.	Early identification of emotional challenges and timely support.
2. Self-awareness and emotional regulation	AI platforms offer personalized feedback and reflective prompts.	Enhances lecturers' self-awareness and supports techniques for managing emotions.	Provision of training, coaching, and digital resources for self-regulation.	Improved self-control, resilience, and stress management.
3. Empathy and interpersonal relationship management	AI-driven simulations, chatbots, and communication tools support empathy development.	Strengthens empathy, active listening, and effective communication with students and colleagues.	Encourages teamwork, conflict resolution programmes, and peer-support systems.	Better relationships, collaboration, and positive workplace climate.
4. Institutional staff-support mechanisms	AI chatbots, mental health apps, and virtual counseling platforms.	Provides continuous emotional support and guidance for lecturers.	Strong HR policies, access to counseling services, workload management, and welfare programmes.	Accessible support systems and reduced emotional strain.
5. Lecturers' well-being and organisational effectiveness	AI dashboards monitor well-being metrics and predict risk areas.	Better emotional well-being leads to higher motivation, job satisfaction, and engagement.	Leadership commitment, recognition, and conducive work environment.	Improved lecturer well-being and enhanced organisational performance.

The framework shows how AI technologies, emotional intelligence practices, and institutional support work together to improve lecturers' well-being and drive positive organisational outcomes.

AI constitutes the enabling technology, while emotional intelligence represents the human-development mechanism. Institutional support serves as the organisational context within which these processes operate. The expected outcomes include improved emotional well-being, job satisfaction, collegial relationships, teaching effectiveness, research productivity, organisational commitment, and institutional performance. The framework emphasises that technology alone cannot improve lecturers' well-being. Positive outcomes depend on the interaction between intelligent technologies, emotionally competent individuals, supportive leadership, ethical governance, and healthy institutional practices.

Emotional Intelligence and Lecturers' Well-being

Emotional intelligence provides an important framework for understanding how individuals manage emotions within social and professional environments. The widely recognised dimensions of emotional intelligence include self-awareness, self-management, social awareness, and relationship management.

1. **Self-Awareness:** Self-awareness enables lecturers to recognise their emotional states, strengths, limitations, and reactions to workplace situations. A lecturer who understands when workload pressure is affecting concentration, motivation, or interpersonal behaviour is better positioned to seek appropriate support. AI can assist self-awareness through digital reflection tools that encourage lecturers to record their experiences and receive personalised prompts. Such systems could identify recurring patterns in an individual's self-reported experiences while maintaining appropriate confidentiality.
2. **Self-Management:** Self-management concerns the ability to regulate emotional reactions and maintain constructive behaviour during stressful situations. University environments sometimes involve disagreements over workload, promotion, supervision, assessment, departmental responsibilities, and administrative decisions. AI-enabled learning platforms can provide lecturers with personalised modules

on stress management, communication, conflict resolution, mindfulness, and emotional regulation. Such interventions can complement existing staff-development programmes.

3. **Social Awareness and Empathy:** University work requires lecturers to understand the perspectives and emotional experiences of students and colleagues. Empathy is therefore essential to effective teaching, supervision, leadership, and collegial relationships. AI can provide simulated scenarios through which lecturers practice responding to difficult interpersonal situations. For example, an AI-based professional-development system could present scenarios involving distressed students, workplace disagreements, or communication challenges and provide reflective feedback.
4. **Relationship Management:** Effective relationship management involves communication, conflict management, teamwork, collaboration, and the ability to build positive professional relationships. AI can support these competencies through communication-training systems, conflict-resolution simulations, and intelligent professional-learning environments.

Lecturers' Well-being in Public Universities

Lecturers' well-being extends beyond the absence of workplace stress. It encompasses emotional, psychological, social, professional, and organisational dimensions of an academic's working life. Lecturer with positive workplace well-being is more likely to demonstrate enthusiasm for teaching, constructive relationships with colleagues, commitment to research, and willingness to contribute to institutional development. It is therefore observed that lecturers' work-life balance is a crucial factor that influences their job satisfaction, mental health, and overall performance in teaching, research and community service. A lack of balance between professional responsibilities and personal life can lead to burnout, stress, absenteeism, and reduced teaching effectiveness (Shittu, Shittu & Mohammed, 2025). Conversely, persistent emotional strain may contribute to disengagement, reduced motivation, interpersonal conflict, absenteeism, and diminished productivity. Recently, lecturers in most public universities were under pressure to complete their research work based on a well-known proverb: "publish or perish". This research tress involved academic publications for promotion; attending national and international academic conferences, supervision of the undergraduate project and postgraduate dissertation and Ph.D. thesis (Shittu, Temisanren, Dairo & Ola, 2026). Perhaps, the use of technology among academic staff in Nigerian public universities seems to be become worrisome and crucial due to technostress management. Technostress is characterized by the "inability to cope with new technologies," To manage technostress in public universities, lecturers can take the following steps: encouraging open communication and support; implementing technology-related policies and training; taking regular breaks and practicing self-care; setting boundaries for technological use; and fostering a healthy work-life balance. Therefore, this study seeks to address this critical gap in knowledge by conducting comprehensive research on the relationship between technostress and academic staff productivity in public universities in Lagos State, Nigeria (Shittu, Ola & Oladipo, 2024). Therefore, public universities in Nigeria operate within a complex environment characterised by resource constraints, increasing student enrolment, administrative demands, changing regulatory expectations, and pressure to improve research visibility and institutional rankings. These factors make lecturers productivity and well-being an important dimension of effective university administration. Productivity refers to the optimization of input and output of a task toward achieving organisational goals and objectives (Shittu, Ayoola & Onasanya, 2022). Therefore, university management should move beyond reactive approaches to staff welfare. Instead of waiting until emotional problems become severe, institutions can develop proactive systems that

encourage emotional awareness, early support, professional development, and healthier organisational relationships.

Artificial Intelligence (AI), Emotional Intelligence and University Leadership in Nigeria

University leadership plays a critical role in translating AI capabilities into meaningful improvements in staff welfare. Artificial Intelligence (AI) has particular relevance to university administration because contemporary institutions generate large amounts of information (Malik, Shittu & Malik, 2026). Leadership is the ability of a superior officer to influence the behaviour of a follower or subordinate in order to accomplish educational goals and objectives (Mohammed, Shittu & Lawal, 2019). Leaders who use AI responsibly can obtain better evidence about organisational challenges and design interventions that respond to staff needs. However, leadership should avoid turning AI into a surveillance mechanism. If lecturers believe that emotional assessments are being used to determine promotion, disciplinary action, or job security, they may provide inaccurate information or reject the system entirely. Incidentally, public university academic lecturers are facing several challenges including mentorship practices w here preferred mentors sometimes decline protégés' requests for mentorships. Academic staff are categorized into senior academic staff (Professors; Associate Professor Professors; and Senior Lecturers) and junior academic staff (Lecturer I; Lecturer II; Assistant Lecturers and Graduate Assistants). Some senior academics who ought to act as mentors to junior academics are hardly available and accessible. Many professors are either on sabbatical in other universities, on leave of absence, or are busy as adjunct lecturers, external examiners and consultants elsewhere (Shittu, Hunpegan & Adebayo, 2024). Consequently, university leaders or mentors should establish clear boundaries between staff-support data and performance-management data. Participation in sensitive emotional assessments should, wherever possible, be voluntary and confidential. Inclusive leadership is particularly important. Lecturers should be involved in designing AI-enabled well-being systems, determining acceptable uses of data, and evaluating the effectiveness of interventions. Such participatory governance can strengthen trust and institutional ownership.

Ethical Issues in AI-Based Emotional Intelligence Management

Despite its potential, AI-driven emotional intelligence management raises important ethical concerns. These includes:

1. **Privacy and Confidentiality:** Emotional information is highly sensitive. Universities must establish clear policies regarding data collection, storage, access, retention, and deletion.
2. **Algorithmic bias:** AI systems may reproduce biases contained in their training data. Cultural differences in emotional expression can also influence algorithmic interpretation.
3. **Human Autonomy:** AI should support human decision-making rather than determine an individual's emotional condition or professional suitability.
4. **Transparency:** Lecturers should understand what information is collected, how it is processed, who can access it, and for what purpose.
5. **Informed Consent:** Participation in emotional assessments should be based on clear and meaningful consent, particularly where information may reveal sensitive personal experiences.
6. **Human Oversight:** Qualified human professionals like university administrators, counsellors, human-resource officers, and relevant experts should remain responsible for interpreting AI-generated insights and determining appropriate interventions.

Implications

The study has several implications for public universities in Lagos State. The increasing demand for university education in Nigeria has led to student large enrolment without a corresponding expansion in physical infrastructure, particularly in public universities. For a populous and urbanized state like Lagos, Kano and Rivers state, this democratization of enrollment access is essential for achieving the objectives of inclusive and quality education as outlined in the Sustainable Development Goal 4 (SDG 4). It is therefore note that, this contemporary situation has resulted in classroom congestion, lecturer excess workload, limited student engagement, strained teaching facilities, poor learning environments, reduced academic performance, and diminished quality assurance standard. In an effort to tackling this challenge, universities have embraced uses of technology as evolution to provide learning solutions such as Using Artificial Intelligence tools and Learning Management System (LMS) which is a digital platform that facilitates the planning, delivery, and assessment of learning. An LMS allows academic staff to upload course materials, conduct online teaching, assign and grade assessments, and monitor student progress remotely (Shittu, Temisanren, Dairo & Mohammed, 2025). University management therefore considered lecturers' well-being as an institutional performance issue rather than merely a personal matter. Healthy and emotionally supported academics are more likely to contribute positively to teaching, research, innovation, and university administration. Also, universities should establish AI and staff-well-being centres or digital support units responsible for developing responsible technology-based interventions. Professional development programmes should incorporate emotional intelligence, AI literacy, digital ethics, communication, conflict management, and stress-management competencies. University administrators should establish institutional mechanisms for analysing aggregated staff-well-being data without compromising individual privacy. Such evidence can inform workload planning, staff development, organisational restructuring, and welfare interventions. Universities in Lagos State should develop context-sensitive AI policies that reflect Nigerian legal, cultural, institutional, and professional realities.

Conclusion

The study concludes that responsible adoption of AI can provide university administrators with timely and evidence-informed mechanisms for supporting lecturers' emotional well-being. The rapidly changing landscape of higher education requires university administrators to rethink conventional approaches to lecturers' welfare and organisational effectiveness. Emotional intelligence is increasingly important because lecturers operate in environments characterised by complex interpersonal relationships, demanding workloads, administrative responsibilities, and continuous professional expectations. Artificial Intelligence offers an emerging opportunity to strengthen emotional intelligence management by supporting self-awareness, emotional regulation, empathy, communication, professional development, and early identification of organisational well-being challenges. Nevertheless, AI should not be presented as a technological cure for every problem affecting lecturers. Technology cannot substitute for supportive leadership, adequate resources, fair institutional policies, meaningful professional relationships, or accessible human support. Ultimately, leveraging AI for emotional intelligence management should be understood not simply as a technological innovation but as a strategy for building healthier, more resilient, inclusive, and sustainable academic institutions. When technology is combined with emotionally intelligent leadership and genuine concern for staff welfare, public universities can create working environments in which lecturers are better equipped to thrive professionally while contributing meaningfully to institutional development.

Recommendations

Based on the conceptual arguments presented, the paper recommends that:

1. Public universities in Lagos State should develop institutional AI strategies that explicitly incorporate staff emotional well-being and responsible AI use.
2. AI-enabled emotional-intelligence platforms should be introduced gradually, beginning with voluntary self-assessment and professional-development programmes in public universities in Lagos State, Nigeria.
3. Lecturers in Lagos State Universities should receive AI literacy training to enable them to understand the capabilities, limitations, and ethical implications of AI technologies.
4. University administrators should invest in AI-driven emotional support systems and develop policies that encourage responsible and inclusive AI adoption in Nigerian public universities.
5. AI-generated emotional insights should never be used as stand-alone evidence for promotion, disciplinary action, or other high-stakes employment decisions.
6. Counselling and staff-support services should be integrated with AI systems, ensuring that lecturers can transition from automated assistance to qualified human support when necessary.
7. AI interventions should be evaluated continuously to determine their effectiveness in improving emotional intelligence, job satisfaction, organisational commitment, and lecturers' overall well-being.

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