

Review Article

Artificial Intelligence Approaches to Mitigate Emotional Dissonance and Enhance Faculty Retention in Indian Higher Education: A Review

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Abstract - India is known for its regional and cultural diversity, which presents both challenges and opportunities for the higher education system. The northeastern region of India faces various political and social concerns, including the lack of education, which impacts industries and employment retention. Emotional inconsistency is significantly affecting the performance of teachers and their mental well-being. With more than 1168 universities and 15.98 lakh teachers, finding a balance between personal and professional life is becoming challenging. Artificial Intelligence (AI) technologies can help resolve these issues by analyzing complex datasets, minimizing administrative workload, reducing emotional distress, and fostering a more cooperative environment. Whereas the ideas of introducing AI in academic education led to concerns of data security, technical facilities, and the fear of unemployment or skill deficiency for teachers. This study aims to evaluate and analyze an AI approach for the retention of faculty staff and engagement, and to recognize challenges and opportunities. AI can manage emotional inconsistency and retention of faculty in Indian Higher academic studies by providing personalized counselling, strengthening emotional intelligence, and providing data-driven guidance. However, these AI-enabled solutions must respect the personal space of faculty and undergo regular evaluation.

Keywords - Artificial Intelligence, Emotional dissonance, Faculty retention, burnout, job dissatisfaction, Natural Language Processing, Machine learning.

1. Introduction

The Sustainable Development Goals (SDGs), adopted in 2015 by the UN, offer a comprehensive plan to bring peace, prosperity, and stability to the world by 2030. Some of the 17 goals are directly tied to higher education, such as SDG 3 (health and wellbeing), SDG 4 (quality education), SDG 5 (gender equality), SDG 8 (decent work and economic growth), and SDG 9 (industry, innovation, and infrastructure). These goals demonstrate the importance of having a good working environment, education for all, equality, good employment, and innovative experiments in colleges and universities [1]. The cultural and regional diversity in India thus produces many opportunities and challenges. Thus, the higher education system feels the pressure to not only provide good education, but also a better work environment and a fulfilling experience for the teachers. The northeastern region of India, in particular, faces fresh waves of social and political issues alongside a lack of education, with impacts on India's industries and job retention [2]. Hereunder, emotional dissonance—that is, a form of psychological discord between the emotion felt and the one

expected institutionally—is identified to be a serious issue that compromises teachers' performance and mental well-being. When a teacher has to put up a smile in front of angry students, two things might be expected to happen: one, emotional exhaustion might set in along with job dissatisfaction; two, it sets teachers of high responsibilities of teaching, academic work, and research on emotional exhaustion and, hence, dissatisfaction [3]. India has over 1168 universities and about 15.98 lakh teachers [4]. When a teacher is responsible for teaching, research, administration, and sometimes even policy-making, it becomes increasingly difficult to find a workable balance between professional and personal life [5]. AI is immediately becoming a tool to address all these problems. AI technologies can understand complex data sets related to emotions and behavior and allow the concerned organizations to pinpoint and alleviate emotional distress. It reduces the administrative burden, facilitates personalized learning experiences for every student, and works toward creating a more collaborative and conducive working environment for teachers [6], as shown in Figure 1. Factors



that increase job satisfaction and, in turn, retention, such as stress levels and scheduling, can be assessed by AI [7, 8]. Nevertheless, not everything is a cakewalk when it comes to introducing AI in higher education. There lie many big

questions, such as ethics, data security concerns, lack of technical resources, and teachers fearing job loss or lack of training. Handling these will require a great amount of wisdom [9].

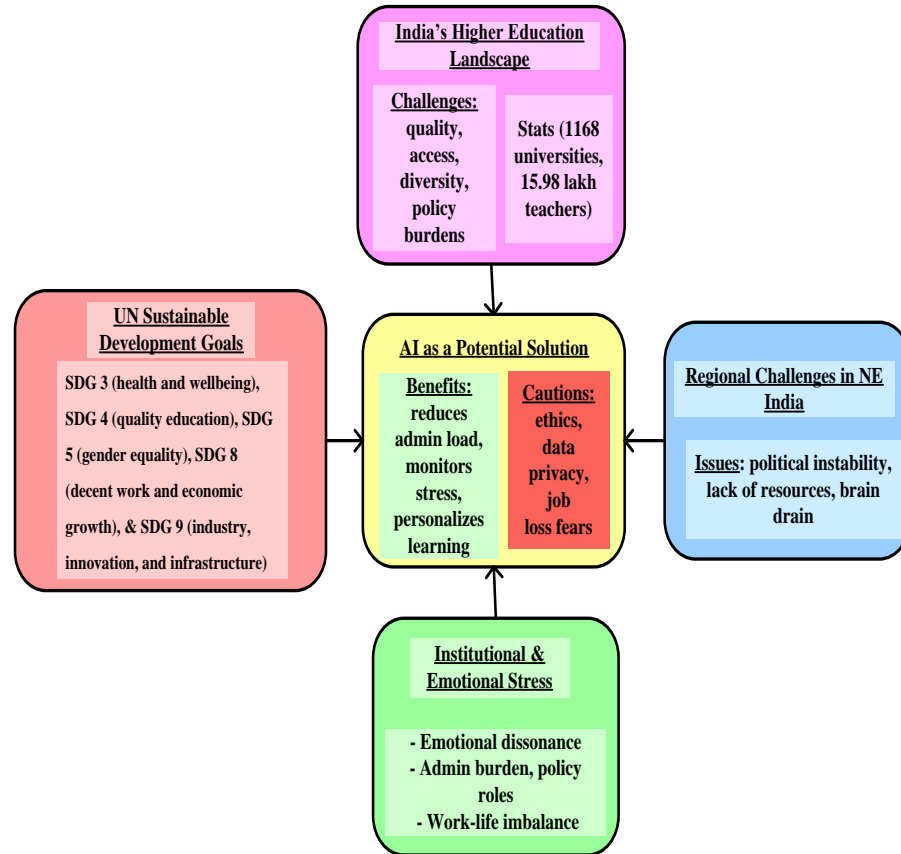


Fig. 1 From global goals to institutional pressures, a comprehensive view of the role of AI in Indian Higher Education

Although Artificial Intelligence (AI) has been increasingly explored in higher education, existing studies largely emphasize operational efficiency, student analytics, and instructional support, with limited attention to emotional dissonance and faculty retention-especially in the Indian higher education context. There is a lack of integrative reviews that systematically connect AI applications with faculty emotional well-being, organizational behavior, and retention outcomes. Moreover, prior research seldom accounts for India-specific institutional, cultural, and regulatory dynamics. Addressing this gap, the present review offers a novel, interdisciplinary synthesis of AI-driven approaches explicitly aimed at mitigating emotional dissonance and enhancing faculty retention, while critically examining ethical, contextual, and implementation challenges unique to Indian higher education institutions. Objectives of the study are as follows:

- To analyse AI approaches to reduce emotional dissonance among faculty in Indian higher education.
- To evaluate AI-driven strategies to enhance faculty retention and engagement.

- To identify challenges and opportunities in implementing AI solutions in higher education.

2. Overview of Artificial Intelligence in Education

AI has transformed traditional smart classrooms, as these AI tools have managed to automatically check student performance, support teaching with smart aids, and manage classrooms. A SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) has shown results that AI can improve education, but also points out the risks and areas that need more work [10]. Faculty members in Indian colleges are to feel more supported and less stressed through the use of AI tools that include personalization software and adaptive learning systems, as these tools adjust to individual needs and provide personalized help, resulting in making teachers happier and increasing retention [11]. New technologies combined with AI tools, such as virtual classrooms, smart campuses, and tutoring robots, change the way students learn and teachers teach, creating an improved education by making

learning more personal and effective, supporting better education overall [12]. Ecuador's university adopting Artificial Intelligence Device Acceptance and Use (AIDUA) AI model, which focuses on how thoughts, feelings, and motivation affect behavior, such as positive emotions encourage AI use, negative emotions when AI is hard to use, and social influence suggests fun in using AI, focuses on adoption happening in stages simultaneously noting the limitations as it focuses only on students already familiar with AI and not including factors like trust or ethics [13]. In Asia, during the COVID-19 pandemic, technostress has increased, where teachers face problems when they are using new technologies, affecting their work quality and well-being [14]. Traditional Professional Development (PD) is impersonal and time-consuming, as teaching benefits from personalized feedback and reflection to improve communication. To combat traditional PD, ClassInSight is a tool that visually displays teachers' classroom discussions. It helps teachers observe and understand the conversations happening in their classrooms, allowing them to reflect deeply on their discussions and change the way they approach teaching [15].

Alvaluate, an LLM-based AI model, is a tool that helps reduce teachers' workload and helps students perform better on performance-based assessments, such as oral exams. It uses emotional intelligence to understand students' emotions, allowing teachers to understand their attitudes and reactions better, making assessment easier and more consistent. Although it may have some technical issues and is not the same as traditional face-to-face personal interaction or engagement, it is still a useful support tool and can be used in conjunction with traditional teaching and assessment methods [16]. For students with Special Educational Needs and Disabilities (SEND), technologies such as VR, AR, and LLMs make learning personalised, interesting, and fun, and enhance their social and thinking skills. However, it has some limitations, such as accessibility, appropriate use, and cost; teachers need training to use it correctly, and schools must be technology-friendly [17].

New technologies were used to improve online education during COVID-19, such as Virtual Reality (VR), Augmented Reality (AR), Mixed Reality (MR), Extended Reality (XR), Big Data, Blockchain, and Machine Learning (ML). These technologies made learning more engaging, lively, and participatory. However, problems arose, including technical difficulties, high costs, limited participation, and poor internet connections [18]. In the rapidly evolving metaverse, technologies like Extended Reality (XR), which includes Virtual Reality (VR), Augmented Reality (AR), and Mixed Reality (MR), have given a new direction to the field of education. These technologies have made the learning and training process more interactive and experiential. They go beyond traditional teaching methods and help students understand complex topics with ease, and give them the opportunity to develop practical skills through real-world

experience [19]. Mental health problems such as stress, burnout, and anxiety have become common among university teachers, especially following changes in education and the COVID-19 pandemic. At such a time, universities need strong teamwork and a clear action plan to support teachers. The use of digital mental health tools and AI-based therapy may be helpful, as these measures are promising, although further research is needed on their effectiveness and use [20].

AI tools, such as GPT models, are playing a crucial role in strengthening emotional support among staff, faculty, and students in higher education. These tools help analyze research, compare different strategies, and create a better emotional framework. Their use can help develop a sensitive, caring, and inclusive environment based on mental health services, community support, and empathy [21]. The use of AI (Artificial Intelligence) is rapidly increasing in "smart universities" to enhance the quality of learning and conduct academic and administrative functions more effectively. This technology helps personalize education, automate grading, admissions processes, and other tasks, as well as make better decisions based on data. Quantum computing could further advance these capabilities. However, the improper or unethical use of AI raises concerns such as job insecurity, bias in AI systems, data privacy, and reduced social interaction [22].

AI tools, such as GPT-4 and BARD, which include powerful capabilities such as generating text, analyzing data, providing personalized learning, grading, and supporting mental health, are significantly transforming the fields of education and research. At the same time, these tools also pose challenges such as ethical issues and bias. Therefore, a balanced use of AI tools and human assistance is essential to further improve learning and research outcomes [23], illustrated in Figure 2. The student feels guilty, especially in using AI, for fear of being seen as lazy, inauthentic, or judged by others. Teachers understand the AI guilt to help in creating better guidelines and support students to use AI tools ethically and confidently, which are reliable and valid [24].

The growing use of AI has given many benefits. Still, it has also given AI Anxiety, which causes fear, stress, job replacement, biased decision-making, loss of privacy, and false information spreading in some people, which calls for a balance that promotes thoughtful use of AI and protects people's well-being [25]. AI dependency is real after knowing more about AI (AI literacy), people tend to go in stages of relying on it and this dependency causes fear about privacy, losing skills, and jobs as they see these fear, but feel less fear if they understand how to use it and trust themselves, because AIL reduces fear and encourages a more positive attitude toward AI [26]. There are split opinions on the use of GenAI amongst the university faculties; the younger teachers are more positive, while older ones are more cautious, as they worry about ethics, loss of human connection, and complexity,

whereas the former see it as a helpful tool to improve creativity, efficiency, and learning. It emphasizes the need for faculty training for responsible AI use, clear institutional policies, and ethical guidelines [27]. The opinion differs between students and teachers on using AI; some feel that AI can sometimes limit creative thinking and cause stress or boredom because it feels repetitive and restricted, however, it

also offers new ideas, fun features, and personalized feedback that keep students engaged [28]. In the academic setting, the detection of early onset depression among students and teachers by using AI techniques that combine language, visual, and behavior data analyzed through machine learning to accurately identify depressive symptoms through surveys, videos, and social media posts [29], as shown in Figure 3.

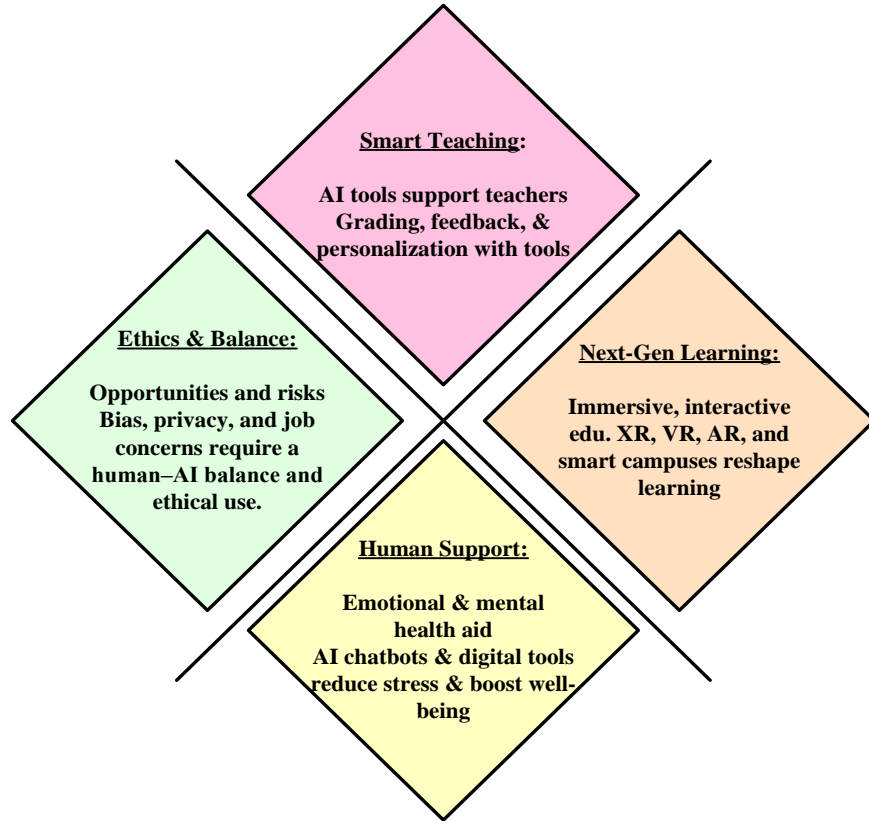


Fig. 2 AI in Education: The 4 Faces

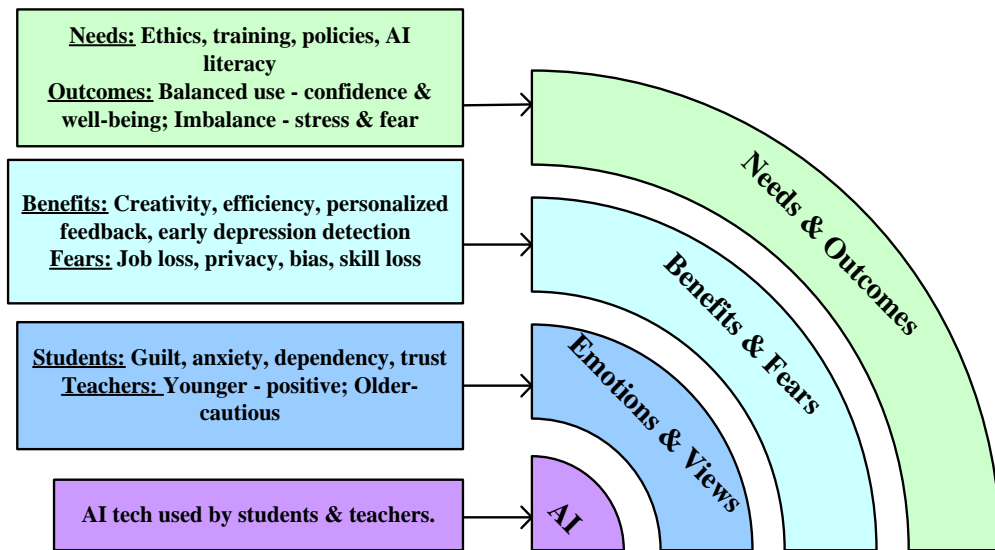


Fig. 3 AI in Education - Emotions, Perceptions, and Impact

3. Cognitive Dissonance and Student Self-Esteem

To help correct wrong ideas, boost motivation, and build trust in education, a study using cognitive dissonance, the shift from outdated views to more strategic thinking in students, was conducted for improved self-reflection, motivation, and commitment. This study showed that this method works well in education and other fields by helping people rethink and adapt [30]. Foreign universities are seen as more respected in international education programs run by both local and foreign universities, and the study showed that students trust and connect more with the foreign university, which makes them feel more satisfied and less unsure about their choice. This connection (called "identification") is more important than how good the service (like teaching) feels, resulting in foreign universities making a bigger impact on student satisfaction, while local ones benefit by being linked to them [31].

A pilot study to evaluate the acceptability and initial effects of Free Being Me, a body image intervention for adolescent girls in India, was concluded with high reported comfort (89%), enjoyment (90%), and perceived importance (92%) with significant improvements were seen in body esteem and reduced internalisation of appearance ideals, though no changes occurred in self-esteem, affect, or life disengagement, further research is needed to explore its impact across cultures and test adaptations for mixed-gender groups [32], as shown in the Figure 4. A study exploring how students' confidence (self-esteem and self-efficacy) affects their motivation to learn and teach programming by comparing two platforms: the Blackboard System (BBS), where students help each other anonymously, and the Computer-Mediated Environment (CME), where helpers are known and rewarded, showed that the CME system worked better, as rewards and recognition boosted motivation because helping others also improved students' confidence and skills. Learning by teaching and interacting with peers made students more engaged [33].

The trained college graduates effectively deliver dissonance-based body image interventions to adolescent girls in schools, showing that both groups, even those not in the program, showed less belief in unrealistic beauty standards, possibly because the topic was being talked about more; however, the study did not check long-term effects [34].

The teacher delivered a study that tested a school-based body image program, which is co-designed with adolescents and experts, that resulted in improved students' body esteem shortly after and up to six months later, with girls experiencing less appearance-related teasing up to a year after. Although the effects were modest, the training can help scale up mental health support for adolescents [35], as shown in Figure 5. This meta-analysis of 16,165 employees encountered a significant positive relationship ($r = .34$) between emotional dissonance

and emotional exhaustion, indicating that faking emotions at work contributes to burnout. The effect is stronger in police work and increases with the percentage of women in the sample. These findings indicate that emotion inconsistency is a significant job stressor that leads to emotional exhaustion [36].

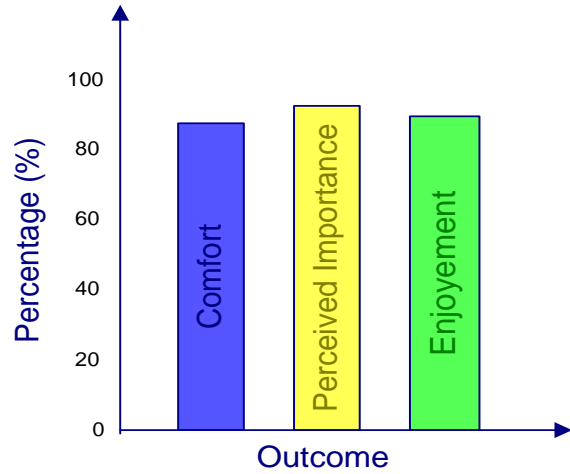


Fig. 4 Outcome on "Free Being Me" Program

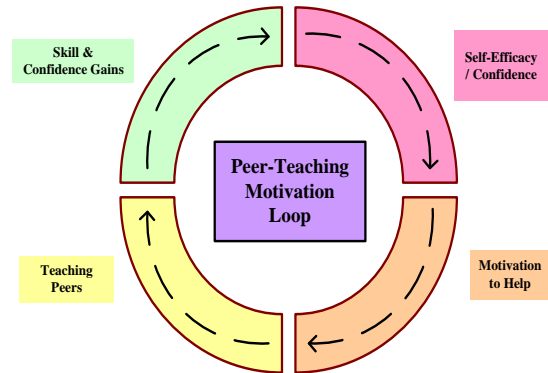


Fig. 5 Peer-Teaching Motivation Loop

This study attempts to explore how cognitive dissonance influences changes in academic self-esteem in high school students and also supports Aronson's self-consistency theory. With the help of 35 students' self-esteem surveys and data related to their performance, we found that inner inconsistency plays a crucial part in predicting academic changes. These reports boosted the applicability of the research and pointed out the major impacts of the educational system on students' psychological well-being [37]. Cognitive dissonance also generates during conflicts that show moral concern. Hence, it helps in ethical decision-making, such as during the 'meat paradox', where people used to see the living animals as meat instead of showing some morality towards them. Pescatarians are people who do not eat terrestrial animals but fish as their source of protein. With the help of partially organized interviews, it was studied in depth to find out the reason for the decision to eat fish only. The study provides an

understanding of different attitudes towards various species by pescatarians who can compromise between partial and moral thinking [38]. It is important to possess well-qualified teachers for better and advanced education because the emotional and knowledgeable teachers' impact on their student satisfaction and development in all aspects. This paper highlights several factors that influence teacher performance and the tendency to resign. It is basically working to understand motivators in the job field like a satisfied job and having a specific recognition and also some beneficial incentives such as a payment and so on for the psychological relief in their job impactful performance some factors such as working conditions support system and their student behavior have a great impact all these aspects enhance the study over this topic in future further

research Further research [39]. It is very necessary to maintain teachers' mental health and stability for securing Human Resource Management (HRM), as increasing teachers' turnover wastes recruitment investment. There is a 38% average rate of faculty turnover in medical schools based on 61 reviews we found. The main sustainability factors for them are: academic freedom, development programs, opportunity to get promoted, better salaries with incentives, and a supportive work environment, along with valuable mentorship, and faculty well-being can be secured. This study supports the importance of and the necessity for providing a breathable environment to the facility that helps the university itself, only as it enhances teachers' effectiveness to fulfill university tasks successfully and on time [40], as shown in Figure 6.

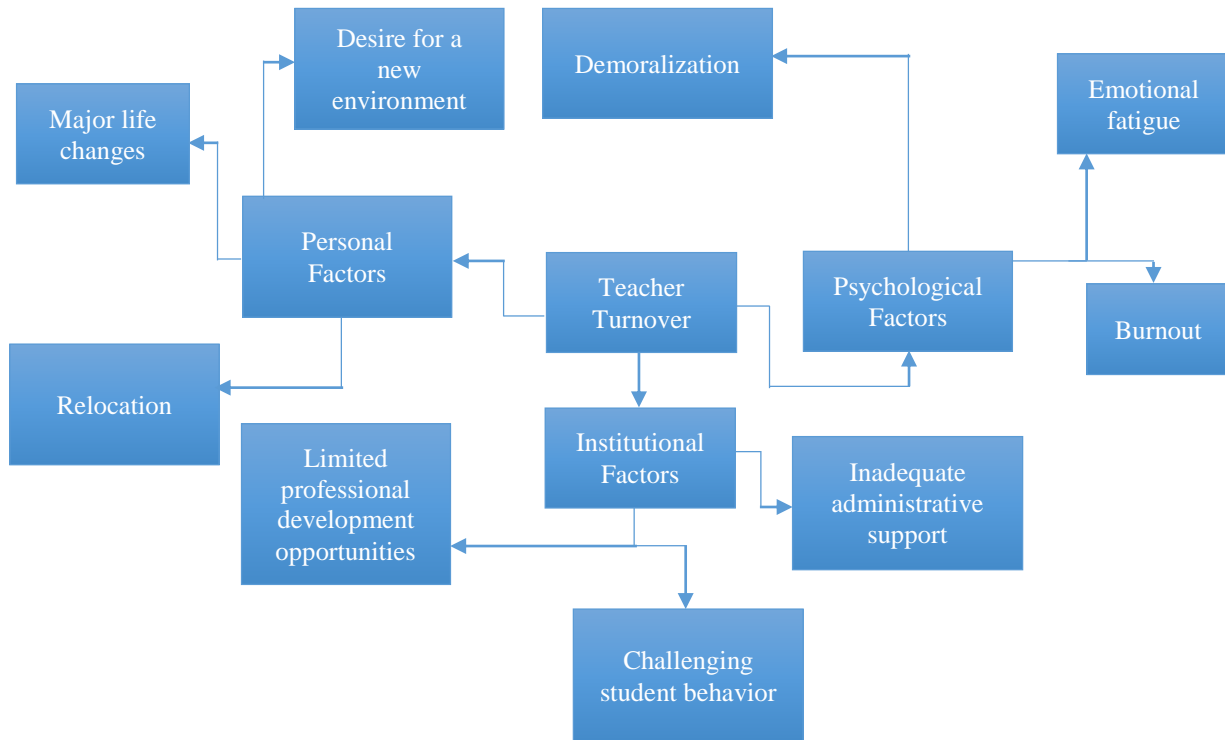


Fig. 6 Key Factors Influencing Teacher Turnover

Teachers play a very important role in shaping personal and social development, but retaining them proves to be a big challenge for schools. This study found that teachers are moderately influenced by personal factors, such as a desire for a new and better environment, and institutional factors, including limited training and development opportunities, when deciding to resign. Mental and emotional factors, such as feeling demotivated, have a lower overall impact but still contribute to employee turnover. This information highlights key areas for designing targeted retention programs [41]. Retention of professional and qualified teachers in Pakistan's higher education sector is becoming an ever-growing challenge due to rising turnover rates. In the study, factors were analyzed among 100 teachers from five HEIs to understand personal, push, and pull factors that influence

turnover intentions. Findings affirm that all factors, to some extent, affect turnover intentions. However, aspects of personal factors hold much greater significance in this regard [42]. The research investigates how AI-powered insights shape better and sustainable Human Resource Management (HRM) outcomes in higher education institutions, taking into consideration the mediators of HRM process optimization and decision-making enhancement. Ethical aspects, organizational culture, and AI readiness certainly support HRM sustainability, but they would have a limited moderating effect, so only the individual use of AI matters. Hence, the study demonstrates the strategic relevance of relying on HRM processes and decision-making optimization to realize all benefits stemming from AI integration within academic institutions [43], as shown in Figure 7.

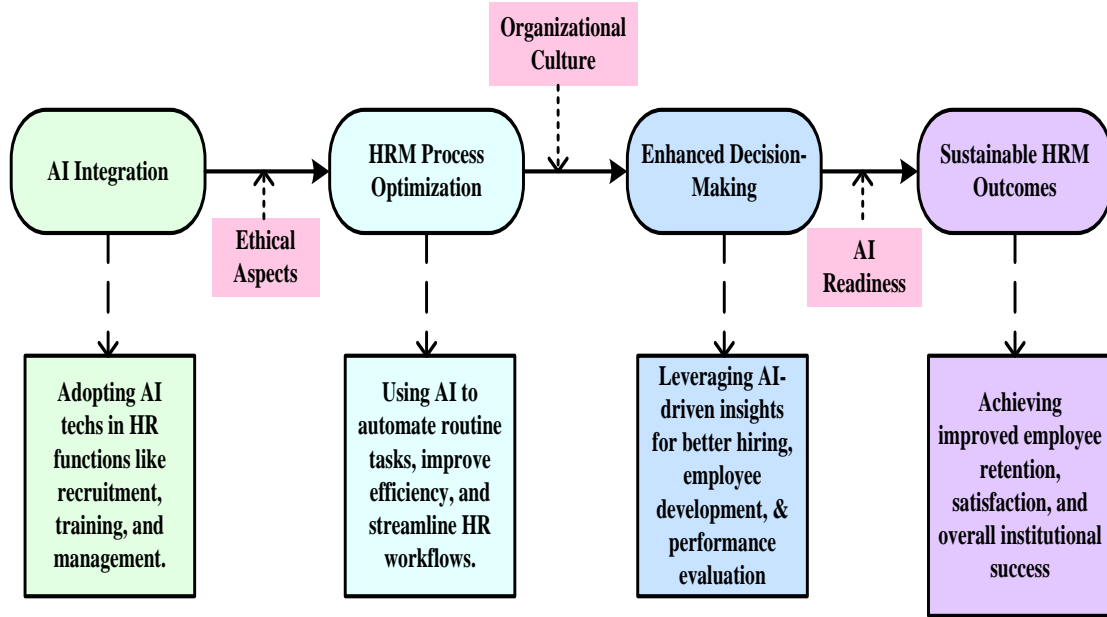


Fig. 7 Role of AI in Enhancing HRM Processes and Outcomes

This study describes the role of intelligent automation technologies, such as artificial intelligence and robotics, in the Human Resource Management (HRM) domain and their potential impact on the management of employees and the improvement of firm performance. Several key areas identified were the following: job replacement, human-AI collaboration, decision making, recruiting, training, and job performance. And in a similar way that these technologies provide great opportunities, they also enlarge the spectrum of technological and ethical episodes that impact future theorizing and practice of HRM [44]. The present study deals with Artificial Intelligence teaching and the pedagogical approach in higher education in India. It explores and presents new alternatives in learning and teaching, besides an account of problems and challenges for the adoption of AI, such as ethics and job displacement. By means of quantitative data from students, teachers, and management, the TAM is applied, among other models, to identify key factors in AI integration, such as self-efficacy, perceived usefulness, ease of use, risk, and organizational support. The findings help strategize for the smooth integration of AI with consideration of its pros and cons in education [45].

4. Emotional Dissonance in Academia: A Hidden Burden

Emotional incongruence is when a teacher has to hide their true feelings and act out different emotions, such as appearing happy when they are actually tired or upset. This situation arises when the institution expects teachers to always remain professional, calm, and positive, especially while interacting with and teaching students. Faculty working in higher education institutions frequently have to control their emotions. They have to show enthusiasm while teaching, no

matter how they are feeling inside. One has to maintain patience while listening to students' problems, and sometimes even appear strict to enforce discipline. This emotional labor becomes even heavier when the workload is heavy, time is short, the role is unclear, hard work is not recognized, the salary is low, there are no promotional opportunities, and there is no freedom to make decisions. When all these things happen together, there is a constant tension in the teacher's mind. Faculty feel they cannot show their original emotions or act freely. These situations increase gradually and cause dissatisfaction, sentimental stress, and mental exhaustion. This not only hampers the work quality of their academic works but also makes them feel disconnected from their institution. In the long term, it leads to a decrease in teacher satisfaction and an enhanced feeling of quitting the university [46-49].

Teachers sometimes hide their true feelings-such as appearing enthusiastic even when they are tired or stressed, concealing inner anger or frustration, or trying to appear calm and composed at all times. They do this so that they can appear professional and disciplined. But when the feelings inside are different, and they have to show something else outside, then this situation is very mentally tiring. Because of this kind of constant emotional labor, a person is unable to feel connected to himself, and slowly, he moves away from his real feelings. If this continues for a long time, the person becomes emotionally exhausted and completely mentally tired, which we call burnout [50]. If a teacher hides his true feelings for a long time (emotional dissonance), it affects his job satisfaction. They start disconnecting from colleagues, work, and organization, and continuously think about quitting the job [3]. This situation gets worse when the mental workload is

too high, and he does not get enough time to rest. When these things happen on a regular basis, they get trapped in a cycle of distraction and mental fatigue. To understand emotional states, researchers typically use methods in which people report their own feelings, such as surveys, interviews, and analysis of written responses. Some common tools used for this are the Emotional Labor Scale, Utrecht Work Engagement Scale, and QEEW (Work Experience Evaluation Questionnaire), which measure stress, emotion regulation, and work engagement [50].

To understand emotions in open-ended responses, special dictionaries (such as the Dictionary of Affect in Language -

DAL) or coding by humans are used. But these methods have some limitations. For example, people do not always give the correct answer because they may say what they remember or give an answer that will sound pleasing to others. Interviews and manual coding are time-consuming, and each person can interpret things differently. Also, text analysis tools often fail to accurately pick up jokes, negative connotations, or negative language. This is why there is a need to use technological tools that can recognize emotions in real time, quickly, and more accurately-such as emotion detection systems based on Artificial Intelligence (AI) [51]. A summary of the major causes of emotional dissonance among teachers, their consequences, and supporting literature is provided in Table 1.

Table 1. Factors Contributing to Emotional Dissonance and Their Consequences

Contributing Factors	Description	Consequences	References
Work Overload & Time Pressure	Excessive workload with tight deadlines and a lack of personal time	Fatigue, reduced research time, and lower teaching quality	[46, 47, 49]
Emotional Labor (Surface & Deep Acting)	Need to fake or suppress emotions while teaching or engaging with students.	Emotional exhaustion, authenticity loss	[48, 50]
Lack of Autonomy & Job Insecurity	Limited control over teaching/research decisions; short-term contracts	Stress, disengagement, turnover intentions	[49, 50]
Inadequate Recognition & Career Advancement	Poor rewards for efforts; lack of promotions or clear pathways	Low motivation, job dissatisfaction	[46, 48, 49]
Assessment Method (Surveys, Interviews, DAL, etc.)	Common tools used to assess emotional states in academics	Prone to bias, lacks real-time accuracy	[50, 51]

5. Understanding Emotions and Engagement Through AI

Artificial Intelligence (AI) serves a vital and transformative role in understanding and handling human emotions in educational institutions and workplaces. Emotion AI, also known as affective computing, refers to the ability of

machines to recognize, analyze, and understand human emotions [52]. As demonstrated in Figure 1, machines use a variety of inputs for this, including physiological signs such as sweat or heartbeat, written words such as feedback or emails, speech patterns, and facial expressions [53, 54]. Computer vision is an AI tool that can identify facial expressions like lips, eyebrows, and eyes [55].

Table 2. Applications of AI in Emotion Management and Employee Retention

AI Functionality	Application	AI Techniques Used	Impact	References
Emotion Recognition	Facial analysis, voice tone, text NLP	Machine learning, computer vision, NLP	Improved emotional tracking and feedback	[53, 54]
Turnover Risk Prediction	HR analytics for attrition modeling	Decision Trees, Random Forest, Neural Networks	Early intervention, increased retention	[56-59]
Personalized Feedback Systems	Real-time employee support	AI HCM platforms, sentiment analysis	Boost in engagement and job satisfaction	[60]
Adaptive Learning	Cognitive load reduction	Adaptive algorithms, deep learning	Enhanced learning outcomes and motivation	[61]
AI-based Workload Balancing	Smart scheduling, productivity support	Scheduling algorithms, employee profiling	Reduced stress and improved work-life balance	[62]

In the education and HR world, these technologies work to discern continuous emotions of employment and students,

recognizing dissatisfaction trends at an early stage, and promote mental well-being [63]. Moreover, AI-based

predictive algorithms identify employees' high levels of attachment and the risks associated with their work. This evaluation is done on the basis of employee attendance records, work participation statistics, and workload analysis [64]. Algorithms like Decision Tree, Neural Networks, and Random Forest are so accurate that they can identify employee resignations with an accuracy of over 98%, allowing HR to take timely action in case of potential employee loss [56-59]. AI-based HR analytics can be so efficient that it can analyze the emotional and mental patterns of employees, even from their responses. This technology provides specifications to manage employment-related issues like mental fatigue, burnout, and the internal organizational atmosphere. However, implementation of such a system is a serious concern for the ethical issues, such as the personal space and personal data of employees, and the prior consent [65]. Moreover, AI-based technologies can boost mental health and

work satisfaction mainly when they are used as a tool for providing real-time and customized feedback, flexible learning systems, and intelligent scheduling processes. Customized feedback increases employee motivation and makes them feel that their contributions are valued by the company [60]. In addition, adaptive learning platforms customize the materials related to learning to every individual's style and speed, by which, mental stress is reduced and improved performance and outcome of learning, as revealed in Table 2 [61]. Moreover, the workload balancing system based on AI makes sure that scheduling is efficient and accurate, thereby improving the balance of work life and reducing the mental stress of employees, as shown in Figure 8 [62]. Thus, it is obvious that AI helps in recognizing the emotional challenges of employees, and it also plays a crucial role in the acceptance of strategies for employee support and keeps them occupied with the organization [66].

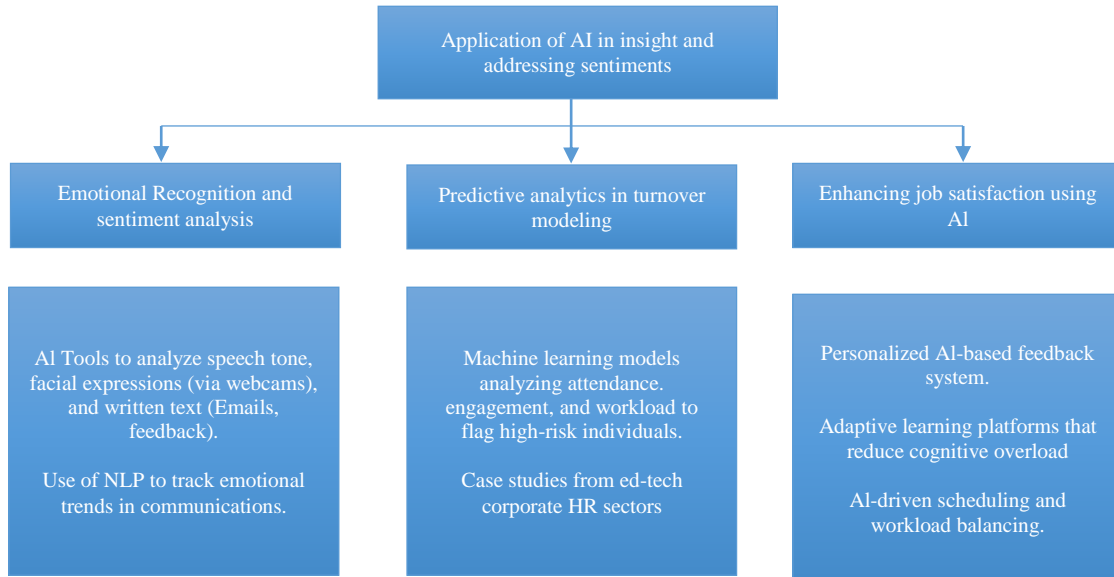


Fig. 8 Application of AI in insight and addressing sentiments

6. AI Tools for Institutional Support and Faculty Wellness

AI tools efficiently help in reducing the work burden of teachers by providing the options of personalized learning and a digital tutoring system in higher academic studies. These tools allow the teacher to manage their time to resolve complicated teaching tasks and strengthen the interaction with students by digitalizing tasks like grading and feedback [67]. AI also monitors tasks like student monitoring and assessment, and hence, this reduces the burden on faculty [68]. AI tools like ChatGPT provide feedback in a very short time, which boosts active participation and interest in students [69]. The proper use of AI retains fairness and transparency, and lets the teachers feel free to focus on important tasks [70]. Furthermore, teachers can use AI to improve their teaching skills, which involves students with them more effectively. As AI automates regular tasks, teachers get more time to acquire

modern and new teaching techniques. In addition, collective use of AI and automation gives teacher many opportunities, such as creating a collaborative and supportive environment, learning from each other and sharing their resources, and reducing burnout. All these efforts help in increasing the satisfaction of teachers and their efficiency [71]. AI tools use wearable health monitors, sentiment analysis, and well-being indices for institutional support and teacher well-being. Chatbots help with mental health, and gadgets monitor health indicators such as heart rate and sleep [72]. Employee sentiments are detected through sentiment analysis techniques. The Employee Global Indicator (EGI) is combined with the Well-Being Index (WBI), which combines data on mental and physical health to create an overall well-being score for employees [73], as shown in Table 3. Health monitoring and support are performed by the Employee KPI Algorithm (EKA) [74].

Table 3. Uses and impact of AI algorithms in academic education

Aspect	AI Tools/Techniques Used	Impacts
Teaching Efficiency [67]	Intelligent Tutoring Systems, Adaptive Learning Tools	Automate grading and feedback, reduce teachers' workload, and allow focus on advanced teaching tasks and student engagement.
Administrative Automation [68]	AI-based Monitoring and Assessment Systems	Automates student monitoring and evaluation, reducing faculty stress.
Personalized Learning & Engagement [69]	Tools like ChatGPT	Provide instant feedback, enhance student engagement, and improve teaching quality.
Ethical and Transparent Use [70]	AI systems with fairness and transparency protocols	Ensures fairness and transparency; allows teachers autonomy and focus on higher-level cognitive tasks, reducing burnout.
Teacher Collaboration & Skill Development [71]	Cooperative AI Platforms	Improve teaching skills, enable sharing of resources, promote supportive environments, and increase teacher satisfaction.
Faculty Well-being & Institutional Support [72]	Wearable Health Monitors, Sentiment Analysis, Well-being Indices	Track physical and mental health indicators (heart rate, sleep); support mental health through chatbots and provide institutional well-being data.
Emotional and Health Monitoring [73, 74]	Sentiment Analysis, Employee Global Indicator (EGI), Well-Being Index (WBI), Employee KPI Algorithm (EKA)	Detect emotions, combine mental and physical data into well-being scores, identify well-being issues, and provide timely support.

7. Recommendation

- Having AI that can provide an emotional support system is an important part of developing AI.
- Emotional AI for faculty member can support in the identification of tasks and stress to build their job satisfaction with better emotional support.
- In various education platforms, AI is already playing a crucial role in enhancing students' knowledge and understanding, but it is important to invest in an emotionally available AI system that can provide training, assessment, and stress relief to the university faculty for effective teaching.
- AI has the ability to predict accurately with the help of an AI algorithm to detect faculty uneasiness, which can help the university to resolve dissatisfaction between faculty members.
- The feedback system developed by AI can help teachers improve and grow gradually.
- AI should be used in such a manner that resolves emotional tension while maintaining staff privacy.
- Higher education needs to evaluate AI performance on a regular basis for the continuity of effective uses of AI to regulate advancement in education, together with emotional support.
- AI tools help to encourage and provide educational needs and positive social interaction for enhancing personal skills. It boosts academic knowledge with personal interest, which reduces isolation.
- An AI-based program can only be successful with the leadership and support of universities by investing in emotion AI and funding advanced tools that support faculty well-being and better teaching.

8. Conclusion

The use of AI offers a significant opportunity in the Indian higher education landscape to identify and mitigate emotional imbalance among faculty and enhance their retention rate. If implemented effectively, AI technologies can provide personalized emotional support to faculty, help them develop their emotional intelligence, and conduct data-driven analysis of their well-being.

Understanding and resolving emotional conflicts through AI demonstrates that an institution can create supportive, motivating, and collaborative work environments for faculty, increasing both their satisfaction and retention. Nevertheless, it is essential to take full care of teachers' personal privacy and their individual emotional and academic needs when implementing AI.

This requires continuous evaluation and updating of AI to ensure its relevance and effectiveness based on feedback received from the teacher in real time.

The impact of teacher turnover can be reduced by fostering, through AI, a culture of collaboration, personalized feedback, and career development in Indian higher education institutions.

Through this process, faculty advance their emotional and professional well-being, which improves their teaching standards and strengthens the institution's reputation. As a result, this creates a sustainable, enriching, and positive learning environment that benefits both the teacher and institution.

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