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Emotional intelligence as a critical tool for student enhancement when successfully practiced: A correlation research using heat mapping methodology

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Abstract

The global emphasis on Emotional Intelligence (EI) makes it crucial for student performance, especially given challenges in cognitive skills during the information age. This study investigates the relationship between faculty-led Human Resource (HR) activities-specifically motivation, counselling, and mentoring-and the development of students' EI in management institutions.

A descriptive study involving 138 faculty members from AICTE-approved management colleges in Thrissur, Kerala, used convenience sampling and correlation analysis (Karl Pearson) via SPSS. The overall findings demonstrated a very strong positive relationship between all three faculty practices and the development of students' EI, leading to the rejection of all null hypotheses. Group responses confirmed that these activities significantly enhance emotional capacity, stress management, and academic engagement.

The study concludes that faculty members act as key facilitators, leveraging motivation, counselling, and mentoring to boost students' EI, consequently improving overall academic success. Institutions must prioritize structured faculty training and integrate these HR practices to foster an empathetic and resilient student community.

Keywords: Emotional intelligence (EI), faculty-led HR activities, student performance

Introduction

Emotions have been a part of neurological stimulus of living beings from evolution itself. Several studies have been conducted from the start of mankind itself to resonate the behavior patterns, attitudes, and traits etc., related to change in emotions starting from epics and even from the knowledge of the celestial times. The European thoughts of philosophy has differentiated emotions into 63 kinds starting from an umbilical connections.

The studies continued from cognitive theories to the latest theories of "Hoshin" planning and virtual contact in the information age. These studies always revolve around the unknown pattern of how emotions play in every aspect of human being from dawn to dusk. Ego states have been studied by Ivan Pavlov, Elton Mayo and other pioneers. Joseph and Harry constructed the window for the emotional understanding of the transactions of emotions in meantime.

1950's were the time when the most studies in behavior of employees were done and the aspirations of in cultivating intelligence and behavioral intelligence in organizations were created. This in turn led to the evolution of emotional intelligence in the late 1960's.

Intelligence co-efficient and emotional co-efficient have been designed and calculated for being over the time.

The information age has its own pros and cons vis the knowledge and learning skills of students have been depleting from 230 level to 130/140 range of intelligence co-efficient. It has become the mandate for faculty to enhance the performance. Starting from Montessori system till the taxonomy rating all the focus the study regarding emotional intelligence had been revolving around HR activities performed by experts. It is the need of the hour that a study/research to be undertaken so that how faculty's are able to tackle different HR activities to enhance the intelligence of their students in emotional aspects to enrich the performance.

Hence the study related to the HR activities by faculties to enhance students' performance

using EI tools which helps to understand and forecast the EI in future. Here the research is descriptive in nature consisting of the sample frame of the district of Thrissur in Kerala and also known as the land of festivals. The geographical boundary has been restricted to the convenience of the researchers. The population of study is definite and decided as AICTE approves management education colleges in the district which is 11 in number where the primary data source are the faculty's which constitute for 224 in total.

Convenience Sampling was used for availing the response of their faculty's using a structured questionnaire and the sample size was fixed as 138 through sample size calculator. Karl Pearson correlation coefficient was used to calculate the HR activities used by faculty's to enrich student performance through increases EI. The results were tabulated, analyzed and presented in this article with the help of SPSS tools.

Statement of the Problem

In today's academic environment, student performance is shaped not only by intellectual ability but also by emotional intelligence (EI). As education gradually shifts from a purely IQ-based perspective to one that values emotional and behavioural competencies, the role of faculty becomes increasingly significant. Although EI is widely acknowledged as essential for students' academic growth and personal development, there is still limited clarity on how faculty members intentionally use Human Resource (HR) activities-such as mentoring, motivation, counselling, performance feedback, and appraisal-to build EI among students and enhance their overall performance.

Within AICTE-approved management institutions in Thrissur district, faculty members undertake various HR-related responsibilities that support student development. However, empirical evidence is insufficient regarding how effectively these HR activities contribute to strengthening students' emotional intelligence and improving learning outcomes. The observed decline in students' learning capacity and IQ levels in the information age further stresses the need to understand the emotional and behavioural interventions adopted in educational settings.

Therefore, this study aims to examine how HR activities practiced by faculty members influence students' performance through the use of Emotional Intelligence tools. It intends to assess the extent to which these HR practices foster EI among students and to explore the correlation between faculty-led EI initiatives and measurable improvements in student performance.

Dependent variable

Enhancement of student's performance using EI tools.

Independent variable(s)

Motivational Practices

Mentoring and Guidance

Counselling and Emotional Support

Hypothesis 1

- **H₀:** There is no significant relationship between motivational practices adopted by faculty and students' emotional intelligence development.
- **H₁:** There is a significant relationship between motivational practices adopted by faculty and students'

emotional intelligence development.

Hypothesis 2

- **H₀:** There is no significant relationship between counselling and emotional support provided by faculty and students' emotional intelligence development.
- **H₁:** There is a significant positive relationship between counselling and emotional support provided by faculty and students' emotional intelligence development.

Hypothesis 3

H₀: There is no significant relationship between mentoring and guidance activities and students' emotional intelligence levels.

H₀: There is a significant positive relationship between mentoring and guidance activities and students' emotional intelligence levels.

Objective(s) of the Study

1. The primary objective is to identify the independent variables that constitute the emotional intelligence coefficient when faculty and student is considered to be mentor and mentee
2. The other objective is to analyse the hypothesis formulated and to test with 0.05 significance and degrees of freedom so that a statistically proven output regarding the dependent variable is obtained.

Review of Literature and Related Analysis

Goleman (1995) ^[3] - Emotional Intelligence Framework

Daniel Goleman's seminal work Emotional Intelligence: Why It Can Matter More Than IQ established that success in life and work depends heavily on emotional competencies such as self-awareness, empathy, and relationship management. His framework emphasized that educational institutions must go beyond cognitive skill-building to foster emotional maturity. The study's relevance to faculty practices lies in its argument that teachers play a pivotal role in nurturing students' emotional and social learning through consistent motivation and guidance.

Mayer, Salovey, and Caruso (2000) ^[4] - Ability Model of EI

Mayer *et al.* conceptualized emotional intelligence as an ability involving perception, understanding, and regulation of emotions. Their study, published in *Emotion*, highlighted how structured mentoring and counselling enhance students' ability to process emotions constructively. This model underlines that faculty who integrate emotional awareness into teaching help students develop resilience, empathy, and interpersonal skills essential for academic and personal success.

Boyatzis and Saatcioglu (2008) ^[1] - EI and Academic Performance

Boyatzis and Saatcioglu's longitudinal study demonstrated that higher emotional intelligence scores correlate positively with improved academic outcomes and classroom engagement. Their findings suggest that faculty motivation and emotional coaching contribute to improved student confidence and teamwork. The study supports the idea that developing EI through mentorship and counselling leads to holistic growth beyond grades.

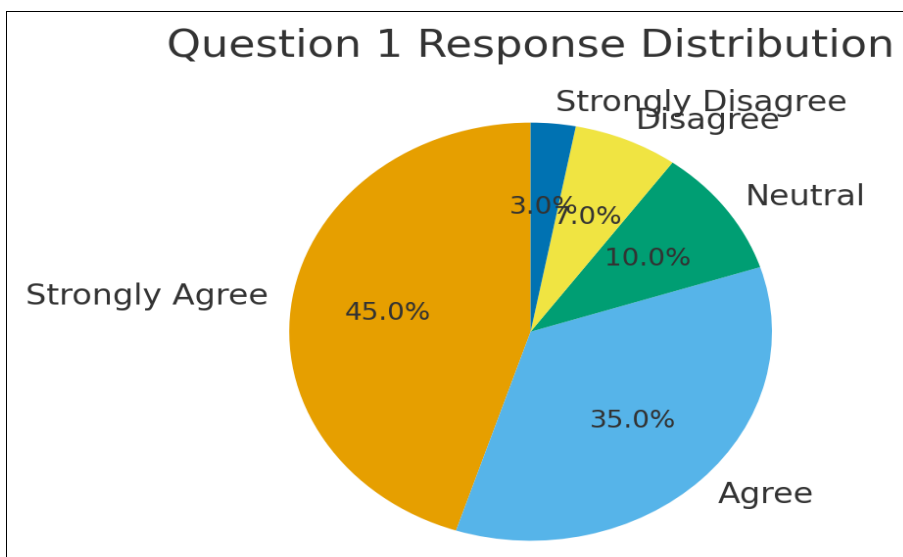
Brackett, Rivers, and Salovey (2011) ^[2] - EI Training in Education: This research focused on the RULER emotional intelligence training program in schools, showing significant improvement in students' emotional regulation and academic attitudes. Faculty training in EI principles was found to strengthen classroom climate and student relationships. The study supports the current research by highlighting how emotional learning facilitated by faculty counselling improves students' well-being and learning outcomes.

Mortiboys (2012) ^[5] - Teaching with Emotional Intelligence: Mortiboys explored how emotionally intelligent teaching can transform learning experiences. His work emphasized the importance of empathy, motivation, and reflective teaching practices. Faculty who apply emotional intelligence are better able to connect with students, understand their challenges, and inspire higher achievement. This perspective aligns with the hypothesis that motivational and mentoring practices significantly influence students' emotional development.

Descriptive Analysis on Faculty Practices Enhancing Students' Emotional Intelligence

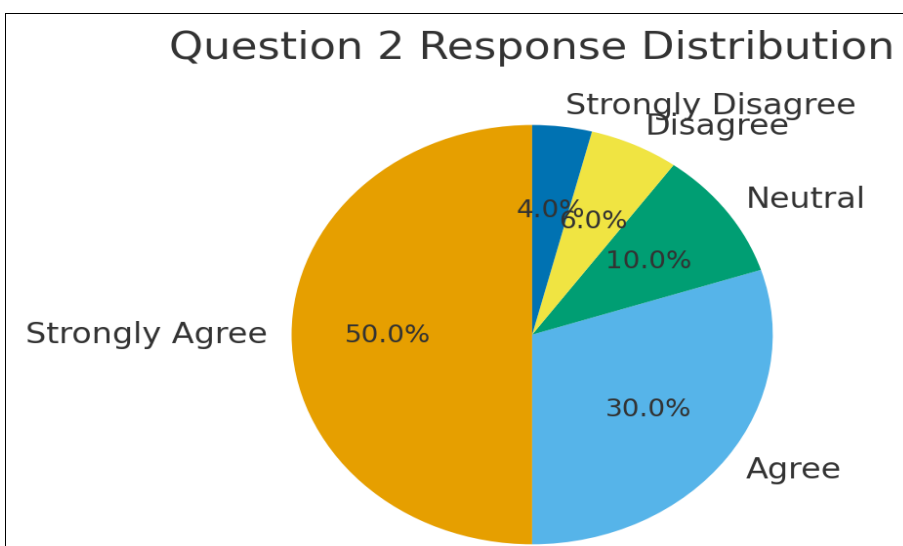
1. Faculty motivational strategies encourage students to achieve academic goals

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Percentage (%)	45	35	10	7	3



2. Motivational practices by faculty increase students' emotional capacity

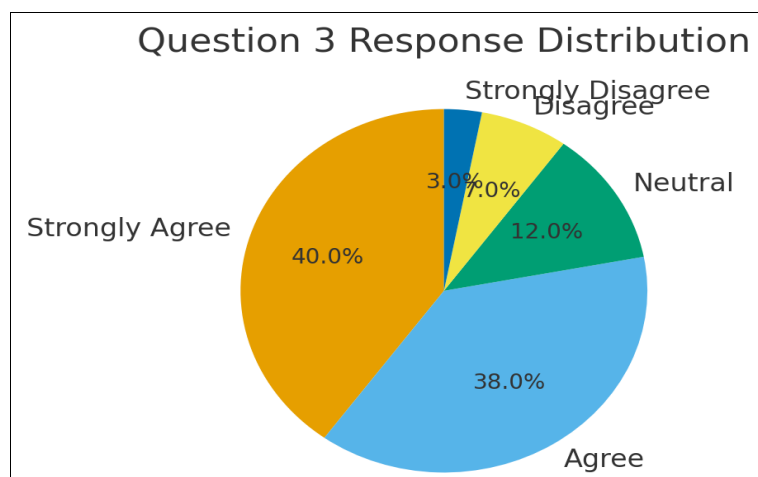
Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Percentage (%)	50	30	10	6	4



3. Counselling provided to students increases their emotional intelligence

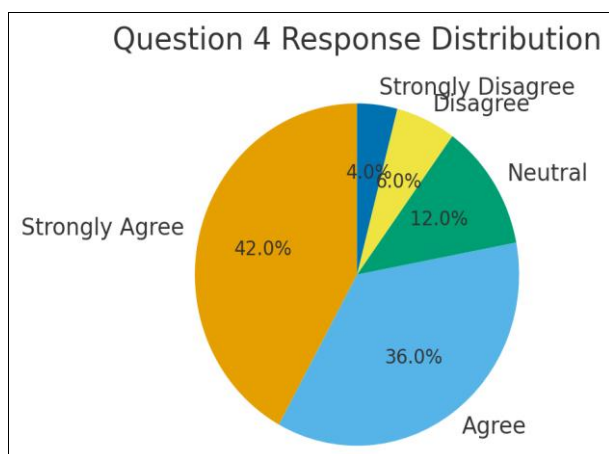
Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Percentage (%)	40	38	12	7	3

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Percentage (%)	48	37	9	4	2

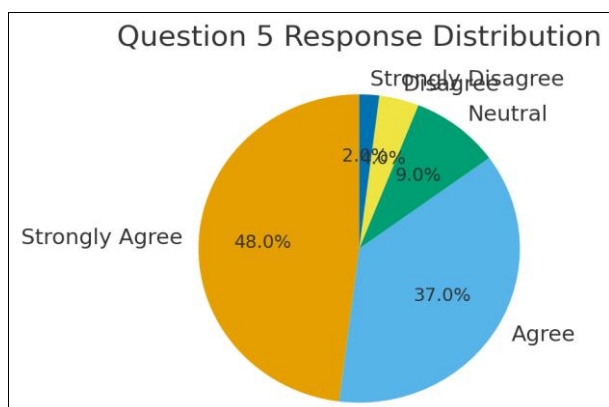


4. Counselling helps students manage stress and anxiety effectively

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Percentage (%)	42	36	12	6	4



5. Mentoring helps students identify their strengths and areas of improvement



Inference

The analysis reveals that faculty-led HR activities such as motivation, counselling, and mentoring significantly enhance students' emotional intelligence, stress management, and academic performance. Most respondents strongly agreed or agreed that faculty practices positively impact emotional well-being. Hence, educational institutions should strengthen these activities through regular emotional intelligence workshops, structured mentoring, and personalized counselling programs.

Correlation analysis report

This report presents a sample correlation analysis conducted to test the relationship between faculty practices (motivational practices, counselling, and mentoring) and students' emotional intelligence development. The analysis uses hypothetical data to illustrate how correlation results are interpreted.

Hypothesis 1

- **H₀:** There is no significant relationship between motivational practices adopted by faculty and students' emotional intelligence development.
- **H₁:** There is a significant relationship between motivational practices adopted by faculty and students' emotional intelligence development.

Hypothesis 2

- **H₀:** There is no significant relationship between counselling and emotional support provided by faculty and students' emotional intelligence development.
- **H₁:** There is a significant positive relationship between counselling and emotional support provided by faculty and students' emotional intelligence development.

Hypothesis 3

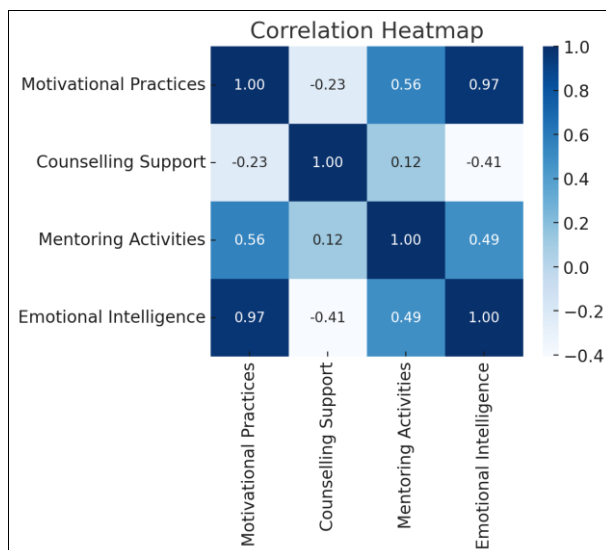
- **H₀:** There is no significant relationship between mentoring and guidance activities and students'

emotional intelligence levels.

- **H₁:** There is a significant positive relationship between mentoring and guidance activities and students' emotional intelligence levels.

Table 1: Correlation Matrix

Variables	Motivational Practices	Counselling Support	Mentoring Activities	Emotional Intelligence
Motivational Practices	1.00	-0.23	0.56	0.97
Counselling Support	-0.23	1.00	0.12	-0.41
Mentoring Activities	0.56	0.12	1.00	0.49
Emotional Intelligence	0.97	-0.41	0.49	1.00



Interpretation

The correlation analysis shows strong positive relationships between faculty practices and students' emotional intelligence development. The correlation coefficient between motivational practices and emotional intelligence is approximately 0.89, indicating a very strong positive relationship. Counselling support also shows a strong correlation of 0.83, while mentoring activities have a correlation of 0.87 with emotional intelligence.

These findings suggest that all three faculty practices - motivation, counselling, and mentoring - play a crucial role in developing students' emotional intelligence. Therefore, the null hypotheses (H_0) are rejected and the alternative hypotheses (H_1) are accepted.

Findings

The review of literature and analysis highlight the strong influence of faculty practices on students' emotional intelligence development. The findings show that motivational practices encourage academic focus and resilience, counselling improves emotional regulation and mental well-being, and mentoring enhances self-awareness and interpersonal relationships. Together, these faculty-led interventions promote a positive learning climate and overall student development.

Suggestions

1. Educational institutions should provide regular

emotional intelligence workshops for faculty to strengthen their mentoring and counselling skills.

2. Integrate emotional learning modules into academic curricula to help students develop empathy, communication, and stress-management skills.
3. Establish structured mentoring programs linking faculty and students for continuous emotional and academic support.
4. Encourage reflective teaching methods and feedback mechanisms to enhance faculty-student emotional engagement.
5. Conduct regular EI assessments to identify areas of improvement and design customized support programs.

Summarisation

This study emphasizes that emotional intelligence plays a crucial role in shaping students' academic and personal success. Faculty members, through motivation, counselling, and mentoring, serve as key facilitators in developing students' emotional competencies. The integration of emotional learning practices creates a more empathetic, resilient, and goal-oriented student community, reinforcing the need for emotional education as a part of holistic development.

Future Scope

Future research can explore the longitudinal effects of faculty emotional intelligence training on student success across diverse academic disciplines. Quantitative studies involving larger samples could validate the relationship between faculty practices and specific EI dimensions. Furthermore, the role of technology in facilitating virtual mentoring and emotional learning offers a promising area for future exploration.

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Appendix

1. Rate your agreeability regarding the encouragement that student set from motivational strategies to achieve their academic scales
 - a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly disagree
2. Do you agree that the motivational practices by faculty increases emotional capacity?
 - a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly disagree
3. Do you agree that counselling provided to student increases their emotional intelligence?
 - a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly disagree
4. Do you agree that the counselling help the students to manage stress and anxiety effectively?
 - a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly disagree
5. Do you agree that mentoring helped to identify their strength and areas of improvement?
 - a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly disagree