

Emotional Intelligence

Name: Guy Massamba
Module Code: LCLM5006
Lecture Name: Dr Kazeen Ozeni

Introduction

Emotional Intelligence (EI) is the capability of understanding, detecting and controlling the feelings of others and their own emotions (Salovey, 1990). Daniel Goleman (2005) contends that lacking self-awareness, people will find it difficult to identify other people's feelings, be empathetic and interact with them effectively (Goleman, 2005). EI is important in higher education because it supports stress coping and resilience and interpersonal skills (Boyatzis, 2000). Training EI helps students to be able to manage emotions, increase wellbeing, and perform academically (Cherniss, 2010).

Method

The creation of this poster was based on the analysis of the most recent peer-reviewed sources on the topic of emotional intelligence and mindfulness. A theoretical foundation was based on Goleman (2005) because the framework is widely used and up-to-date research provides a chance to apply it in the context of higher education (Goleman, 2005)). Personal student experiences were reflected and added to the research (Zhang, 2005).



Figure: Emotional Intelligence (EI) (Boyatzis, 2000).

Developing Emotional Intelligence

According to Goleman (2005), there are five pillars of emotional intelligence (EI), which are self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 2005). The basis is self-awareness which helps to identify personal emotions and how they affect behaviour. Self-regulation enables healthy emotional regulation, whereas motivation enables one to stand strong amidst pressure. Social skills and empathy promote a good working relationship, as they can help to understand what other people think. Reflective journaling, mindfulness exercises, empathy-building and feedback-seeking are the methods of EI development (Schutte, 2021). According to recent research, EI increases teamwork, communication, and resilience in students, thereby raising the outcomes of academic and wellbeing (Miao, 2017). Therefore, proactive development of EI skills will provide the learners with emotional regulation and social dexterity, which will make them successful in education and other areas.

Controlling Emotions & Developing Mindfulness

Stress as a student has been caused due to a tight deadline, exams, and balancing between academic and personal work. Such stresses tend to cause anxiety and lack of concentration. Meditations, journals, and breathing exercises are mindfulness techniques that are able to control emotions and increase focus (Schutte, 2021). Positive self-conversation is also useful in putting negative thoughts in a positive motivation (Howell, 2015). It has been found that mindfulness is a more effective way to regulate emotions, decrease stress, and increase cognitive abilities (López, 2015). When I apply mindfulness on a daily basis, it will be easier to cope with emotional triggers, stay balanced, and be motivated. This not only facilitates my wellbeing but also academic performance by being more resilient, attentive and making sound decisions.

Success Factors & Addressing EI Challenges

Self-motivation, flexibility, endurance, and time management are all based on academic success (Credé, 2011). Nevertheless, emotional intelligence (EI) such as procrastination, exam stress, and peer pressure, are some of the issues which may hinder performance. In order to overcome these, students may use SMART goal-setting to ensure focus and accountability (Macan, 1990). Resilience and wellbeing are increased through the establishment of positive peer networks and tapping into institutional resources (Mohan, 2020). Interpersonal skills are enhanced by attending EI workshops and exercising empathy and self-awareness. Through curbing these obstacles proactively, students are able to develop emotional regulation, academic performance, as well as, the long-term development of the person.

Conclusion

Academic success is based on emotional intelligence which supports mindfulness, resilience and empathy. By learning how to manage emotions, students boost their wellbeing, improve their learning achievements, and develop constructive, cooperative relationships to grow in the long-term perspective.

Reference

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