

Introduction

The observation made by Daniel Goleman provides a direct connexion between self-awareness and the ability to appreciate other people. Emotional intelligence (EI) is the ability to sense, control, and utilise emotions in daily learning and professional activities (Habimana, 2024). Emotions that are not managed decrease empathy, ruin relationships, and directly affect academic performance adversely. In academic circles this disconnection turns out to be expensive, since unidentified emotional conditions cannot be managed effectively by self-regulation. Students who cannot recognise their own feelings find it difficult to participate in a productive interaction with classmates and teachers when it is stressful (Quílez-Robres et al., 2023). This poster discusses the relationship between raw feelings and EI, ways students can build their emotional competence, and how mindfulness can help students achieve long-lasting success in school.

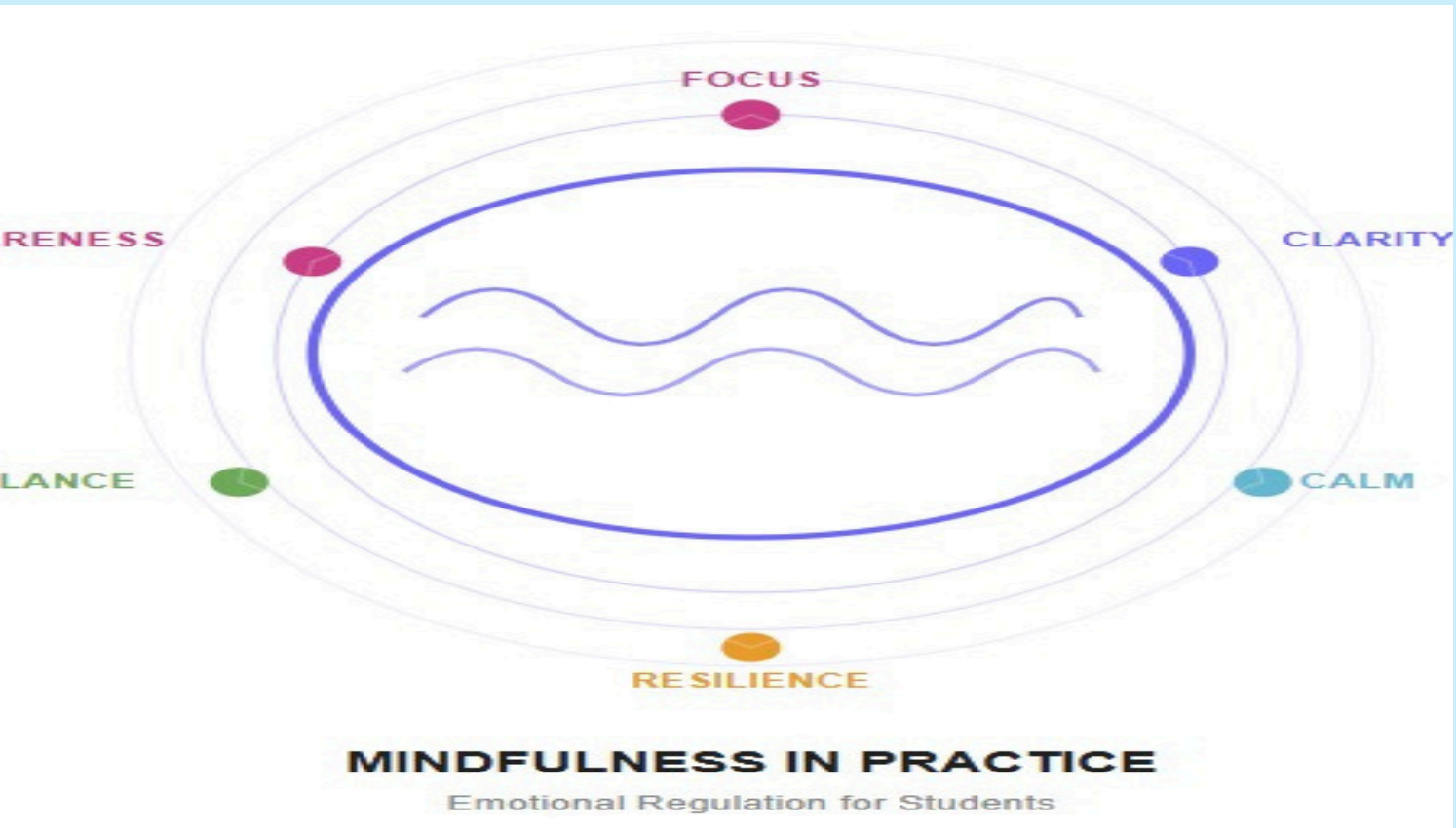
The Development of Emotional Intelligence

EI is built as a result of intentional training in four main areas, namely: self-awareness, self-regulation, empathy, and social skill (Habimana, 2024). The findings of the research have indicated that students who have better EI are more academically motivated and more easily engaged in different subjects (Quílez-Robres et al., 2023). The first stage of developing EI is to name and recognise emotional triggers before they become disruptive behaviour when studying or working in a group. Lin et al. (2024) reported positive psychological traits mediate EI and academic achievement is a relationship that represents deliberate emotional skills learning leads to quantifiable academic payoffs. Emotional awareness occurs through reflections of journaling, structured peer feedback, and group activities in an academic setting (Habimana, 2024). Reflecting on how to respond to stress, failure, and conflict on a continual basis speeds up the development of EI (Quílez-Robres et al., 2023).



Method

The poster is based on peer-reviewed literature that was obtained via Google Scholar. Some of the keywords used during searches encompassed emotional intelligence, mindfulness, academic performance, and university students. A filtering of the results provided was based on publication date with only sources published after 2022 being included. The selection of the five main studies was made on the basis of relevance, rigour of the methodology and applicability to the student experience. BMC Psychology, PMC, Frontiers, and Thinking Skills and Creativity sources were considered in the priority to guarantee the academic credibility and currency.



Academic Success Factors and Meeting EI Challenges

Managing anxiety as well as maintaining motivation and relationships with peers via regular emotional awareness is the key to academic success (Quílez-Robres et al., 2023). Fear of failure and procrastination, communication failures in group work, and emotional disconnection under the long-term academic stress are some of the main challenges of students. The result of this disengagement is that it has a direct impact on the assignment completion rates. These difficulties are directly tackled with the help of targeted EI interventions as structured goal-setting, reflective peer discussion, and regular mindfulness training (Pan et al., 2024). The overall outcomes of EI as a critical competence were substantiated by students who are able to use the skills of emotional regulation in studying, which is why they have always mentioned greater resilience and higher results (Lin et al., 2024).

Conclusion

Emotional intelligence is not an inborn quality. It is cultivated by means of constant reflection, conscious practise, and active emotional consciousness. Students that know their own emotional reactions achieve better grades, have a better relationship, and are more likely to handle stress. Mindfulness speeds up this process through the reduction of anxiety and self-control over a period. Bringing to bear the challenge of EI in academic life at an early stage has long-term payoffs in both the study and work environments as well as interpersonal situations.

References

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EI CHALLENGES vs ACTIONS

CHALLENGE	ACTION
Anxiety Under Deadlines	Daily Mindfulness Practice
Procrastination from Fear	Structured Goal-Setting
Poor Group Communication	Reflective Peer Discussion
Emotional Disengagement	Reflective Journaling

Addressing EI Barriers in Academic Life

Managing Emotions and Being a Mindful Student

Dealing with emotions as a student means being able to constantly monitor his/her reaction to stress and how it directly affects concentration. Part-time employment, meeting deadlines on assignments, and personal life may pose emotional pressure, which in the absence of addressing it lower concentration and productivity. The interventions based on mindfulness also have enormous benefits to anxiety, depression, and perceived stress rates among university populations (Gonzalez-Martin et al., 2023). Focused breathing before lectures leads to a quantifiable change in the state of emotion. Pan et al. (2024) established that mindfulness-based stress reduction programmes had a significant decrease in perceived stress in various samples of students and a positive affect on general psychological well-being. Emotional regulation, which is promoted by regular practice in mindfulness, assists in regulating emotions, which, in turn, helps in empathy and more productive interactions with classmates (González-Martin et al., 2023).

