



# EMOTIONAL INTELLIGENCE



**STUDENT NAME & NUMBER: EMANUELA-DENISA PLESCA 2423094**  
**ASSIGNMENT TITLE: C1 INDIVIDUAL POSTER PRESENTATION MODULE CODE& TITLE: EMOTIONAL INTELLIGENCE LCLM5006**

**LECTURER: CHINOMSO NWAGBOSO**

1

## INTRODUCTION



Emotional intelligence (EI) refers to the ability to understand and manage one's own emotions and the emotions of others. According to Salovey (1997), EI involves monitoring emotions, using them to guide thinking and behaviour, and managing emotional responses. This poster explores how emotional intelligence affects learning and academic success, using key theories, research findings and a personal example to highlight its importance.

2

## METHOD



A review of academic literature was conducted using databases such as Google Scholar and the university library. Key studies were selected based on relevance, credibility and date. The information was analysed thematically, focusing on how EI influences academic performance, and common factors such as motivation, stress management and self-regulation were identified.

3

## KEY THEORIES

- \* Salovey and Mayer (1990) - model of emotional intelligence (5 areas).
- \* Goleman (1995) - five areas of EI.
- \* Mayer and Salovey (1997) - framework of EI.
- \* Bar-On (1997) - model of emotional and social intelligence.



## ANALYSE EMOTIONAL AWARENESS

Emotional awareness means recognising and understanding your own emotions and how they influence your thoughts and actions.

It helps to:

- \* reduce stress and anxiety,
- \* improve focus and decision-making,
- \* build healthier relationships,
- \* and support self-regulation.

### Personal Example

When I feel overwhelmed before an exam, I notice my anxiety and take a few deep breaths. This helps me calm down, refocus and think more clearly.



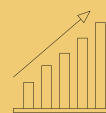
4

## EVALUATION OF EMOTIONAL INTELLIGENCE IN ACADEMIC SUCCESS

Research shows that students with higher EI are more likely to:

- \* manage stress and stay motivated
- \* be more resilient,
- \* build positive relationships,
- \* and achieve better academic results.

EI supports both the emotional and cognitive skills needed for effective learning, making it a key factor in academic success.



5

## THE GOLMANS THEORY

| AREA                    | WHAT IT MEANS                                                             | EXAMPLE IN STUDY CONTEXT                                      |
|-------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------|
| SELF-AWARENESS          | RECOGNISING YOUR EMOTIONS AND HOW THEY EFFECT YOUR THOUGHTS AND BEHAVIOUR | NOTICING ANXIETY BEFORE AN EXAM AND USING CALMING STRATEGIES  |
| SELF-MANAGEMENT         | CONTROLLING IMPULSES AND MANAGING                                         | STAYING FOCUSED AND AVOIDING DISTRACTIONS WHILE STUDYING      |
| SOCIAL AWARENESS        | UNDERSTANDING OTHERS AND SHOWING EMPATHY                                  | WORKING WELL IN GROUP PROJECTS AND SUPPORTING CLASSMATES      |
| RELATIONSHIP MANAGEMENT | BUILDING POSITIVE RELATIONSHIPS AND RESOLVING                             | ASKING FOR HELP COMMUNICATING CLEARLY WITH TEACHERS AND PEERS |
| MOTIVATION              | SETTING GOALS AND STAYING COMMITTED                                       | KEEPING TRACK OF PROGRESS AND MAINTAINING A POSITIVE MINDSET  |

## CRITICALLY REFLECTION ON PERSONAL EXPERIENCE

Critically Reflection on Personal Experience  
Emotional intelligence has been important in managing stress and staying motivated during challenging times.

Recognising emotions helped me stay calm and using self-regulation allowed me to keep going, even when I felt discouraged. I now use these skills more consciously in my studies and daily life.

7

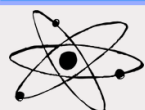
## CONCLUSION

Emotional intelligence plays a vital role in academic success. By understanding and managing emotions, students can improve focus, handle stress and build positive relationships, leading to better learning outcomes and greater well-being.

8

## REFERENCES

- Salovey, P. (1997). Emotional intelligence: Imagination, cognition, and personality. In P. Ekman (Ed.), Handbook of intelligence (pp. 281-302). New York: Wiley.
- Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. New York: Bantam Books.
- Mayer, J.D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), Emotional development and emotional intelligence (pp. 3-31). New York: Basic Books.
- Bar-On, R. (1997). Emotional and social intelligence: Insights from the emotional quotient inventory. In R. Bar-On & J. Parker (Eds.), The handbook of emotional intelligence (pp. 363-388). San Francisco:



**"Feel It, Know It, Own It!"**

