

Feeling, Thinking, Deciding

How Emotional Intelligence Shapes Academic Success

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"Emotional intelligence involves monitoring one's emotions and using them to guide thinking and decision-making" (Salovey, 1997)

Introduction

I wanted to look at how my feelings affect the way I study. Emotional intelligence (EI) means noticing and understanding emotions, then using them to think better (Mayer, Salovey and Caruso, 2004). Students with higher EI tend to get better grades, even allowing for general intelligence (MacCann et al., 2020).

Method

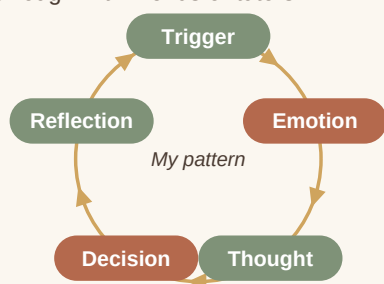
- Read peer-reviewed papers and meta-analyses found on Google Scholar and the library database (searching *emotional intelligence, emotion regulation, procrastination, mindfulness*).
- Kept an emotion journal for [2] weeks and tried [5] minutes of mindfulness before studying each day.

Q1. Emotional Awareness

How far do emotions shape my thinking? A lot, and usually before I realise it. Fear makes people play safe, while anger pushes them to take risks (Lerner et al., 2015). Before my last exam, [anxiety made me over-revise one topic and skip the rest].

What helps me notice:

- Giving the feeling a precise name ("worried about Friday's deadline", not just "stressed")
- Writing down what set it off and what I did next
- Asking if I am reading the situation fairly, and reframing it if not (Gross, 1998)
- Talking it through with friends or tutors



Q2. EI and Academic Success

Key emotional factors

- Anxiety:** when it builds up, it uses up my attention (Eysenck et al., 2007).
- Motivation:** I keep going when I can link a task to something I care about.
- Resilience:** setbacks hurt less when I reframe them (Gross, 1998).

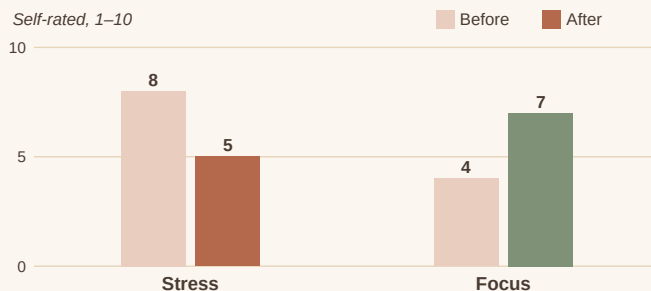
What I do about it

- Procrastination:** usually about dodging an uncomfortable feeling, not poor time management (Sirois and Pychyl, 2013). I name the feeling and commit to just 10 minutes.
- Anxiety:** slow breathing, reframing and a timetable I can actually keep.
- Low motivation:** small targets, and studying with friends.

Q3. Personal Reflection

Mindfulness is thought to help attention and emotion regulation (Shapiro et al., 2006). In my own case:

- What I tried:** [breathing before study, the journal, Pomodoro]
- What changed:** [better focus, less panic before deadlines]
- What did not:** [hard to stay consistent, and it is only my own view]
- Overall:** it helped to a [moderate/considerable] extent, but only alongside good study habits and support.



Example figures only: replace with your own journal ratings.

Conclusion

My emotions are not getting in the way of my studying; they are telling me something. Paying attention to them helps me plan better and stay calmer.

References

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