



EMOTIONAL INTELLIGENCE & ACADEMIC SUCCESS

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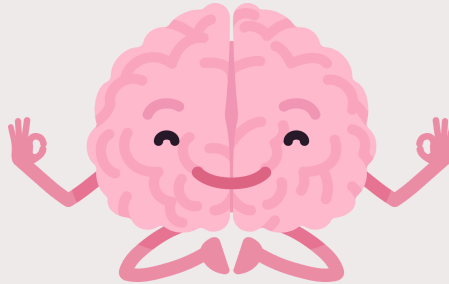


SELF-AWARENESS TODAY, BETTER DECISIONS TOMORROW

Introduction



Emotional intelligence (EI) is the ability to recognise, understand and manage emotions in oneself and others. Salovey and Mayer (1990) explain that emotions can provide useful information that influences thinking and behaviour. For business students, emotional intelligence is important because university life involves deadlines, teamwork, presentations and challenging decisions. Understanding emotions can help students respond to these demands more effectively.



METHOD

This poster was developed through a review of academic literature relating to emotional intelligence, emotional regulation and academic achievement. Relevant theories and research findings were examined to understand how emotions influence learning, decision-making and student performance. The information collected was compared and applied to practical learning situations. Academic sources were used to support the discussion and ensure that the key points were evidence-based. However, the findings also recognise that emotional intelligence is only one of several factors that contribute to academic success.

THE FOUR ABILITIES OF EMOTIONAL INTELLIGENCE

ABILITY	DEFINITION	ACADEMIC RELEVANCE
SELF-AWARENESS	RECOGNISING AND UNDERSTANDING YOUR OWN EMOTIONS	HELPS IDENTIFY TRIGGERS, MANAGE STRESS AND SET REALISTIC GOALS
SELF-MANAGEMENT	REGULATING EMOTIONS AND CONTROLLING IMPULSES	IMPROVES FOCUS, TIME MANAGEMENT AND REDUCES PROCRASTINATION
SOCIAL AWARENESS	UNDERSTANDING OTHERS' EMOTIONS AND PERSPECTIVES	BUILDS STRONGER COMMUNICATION AND TEAMWORK SKILLS
RELATIONSHIP MANAGEMENT	MANAGING RELATIONSHIPS AND RESOLVING CONFLICT	CREATES A SUPPORTIVE NETWORK AND IMPROVES COLLABORATION IN GROUP WORK AND PROJECTS

EMOTIONAL AWARENESS AND DECISION-MAKING

Emotional awareness involves recognizing feelings and understanding how they influence behavior. For example, stress may make a student lose concentration, while frustration may lead to rushed decisions or disagreements during group work. Recognizing these reactions creates an opportunity to pause and consider a more appropriate response.

Emotional awareness can be strengthened through reflection, journaling, feedback and identifying emotional triggers. Instead of reacting immediately, students can examine the situation, consider alternative explanations and choose a response based on evidence. This process may improve self-control, judgement and problem-solving.

Key message: Recognizing an emotion creates the opportunity to manage it rather than allowing it to control a decision.



PERSONAL REFLECTION



During my studies, I had several assignments and group projects to complete around the same time. I felt stressed and delayed starting one assignment because I did not know how to organise the work. As the deadline got closer, I found it harder to concentrate. I decided to break the assignment into smaller tasks and set a deadline for each one. I also spoke to my group members to make sure everyone understood their responsibilities. Taking short breaks helped me feel calmer and manage my time better.

STRATEGIES FOR MINDFULNESS AND EMOTIONAL REGULATION

Mindfulness: Paying attention to the present task can reduce distraction and help students recognize stress.

Controlled breathing: Taking a few slow breaths before an exam, presentation or difficult conversation can provide time to respond more thoughtfully.

Reflective journaling: Recording emotions, their triggers and possible responses can improve self-understanding over time.

Task planning: Dividing assignments into manageable stages can reduce feelings of being overwhelmed and support motivation.

Social support: Discussing challenges with classmates, tutors or trusted people can provide practical advice and alternative perspectives.

These techniques may improve the learning experience, but their effectiveness varies between individuals. They work best alongside appropriate academic support and good study routines.



References

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EVALUATING EMOTIONAL INTELLIGENCE IN ACADEMIC SUCCESS

Academic achievement is influenced by several emotional factors. Motivation encourages students to begin tasks and maintain effort, while resilience helps them recover from disappointing results.

Effective stress management can protect concentration, and emotional awareness can improve communication during group assignments.

Research suggests that emotional intelligence is associated with academic performance (MacCann et al., 2020). However, this relationship does not mean that emotional intelligence guarantees high grades. Subject knowledge, teaching quality, available resources and effective study habits also matter.

Students can apply emotional intelligence by breaking large assignments into smaller tasks, setting realistic targets, seeking assistance early and treating feedback as an opportunity to improve rather than as personal criticism.



CONCLUSION

Emotional intelligence is a valuable skill for managing the emotional demands of university study. By recognising feelings, regulating reactions and responding constructively to challenges, students may improve their concentration, judgement and relationships. Nevertheless, emotional intelligence should be viewed as one contributor to academic success rather than a replacement for knowledge, preparation and effective study habits.

