

EMOTIONAL INTELLIGENCE

Awareness, judgement and academic success

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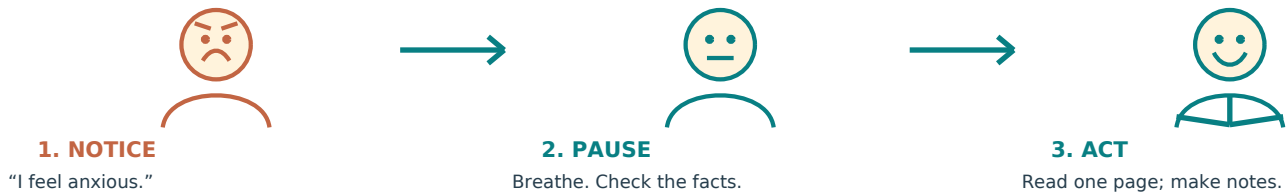
INTRODUCTION

EI means recognising, using, understanding and managing emotions (Mayer and Salovey, 1997). Feelings inform decisions; sound judgement also needs evidence and reflection.

RESEARCH METHOD

Focused web review: EI, academic performance, emotion regulation, procrastination and mindfulness. Publisher/university records checked; five sources, including two meta-analyses. Not a systematic review; no personal data collected.

DEMONSTRATION | From emotion to a learning decision



01 | EMOTIONAL AWARENESS

Influence: anxiety can focus attention on failure; frustration may prompt rushed choices. Interest encourages engagement, but overconfidence may reduce checking.

Draft personal link: after electrical work, I may see difficult reading as "I cannot do this". Fatigue could influence my judgement more than my ability. Confirm with a real incident.

Develop awareness: log the trigger, name the feeling, rate it 0-10 and separate evidence from assumptions.

Self-regulation: adjust the study setting and reframe "I am failing" as "I need a smaller next step" (Gross, 1998). Awareness helps when followed by action.

02 | ACADEMIC SUCCESS

Stress can distract; motivation sustains effort; resilience supports recovery after setbacks.

Procrastination: identify the feeling being avoided; start a 10-minute task. Delay may repair mood briefly but increase later pressure (Sirois and Pychyl, 2013).

Anxiety: prepare in stages and seek clarification. Low motivation: link learning to a management goal and schedule a short session.

Evidence: 42,529 students; overall EI-performance association about 0.20 (MacCann et al., 2020). This modest link does not prove causation. Knowledge, time and resources still matter.

03 | PERSONAL REFLECTION & MINDFULNESS

Draft to confirm: balancing electrical contracting and university creates competing demands. I may favour an immediate work task over a difficult assignment. I need to distinguish emotional avoidance from a genuine shortage of time.

Proposed trial: for two weeks, take two minutes to notice my breathing and name my feelings, then study for 25 minutes. Track stress (0-10), delay before starting and work completed. Compare with my usual routine; these observations would not establish causation.

Critical evaluation: mindfulness may support calmer engagement. Across 51 trials, benefits were clearer against passive controls; active-control comparisons were narrower and bias was often high (Dawson et al., 2020). It cannot create time or replace planning. I should assess what works for me rather than assume higher marks.

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