



Emotional Intelligence in Academic Decision-Making

From Emotional Awareness to Effective Self-Regulation

Developing Emotional Intelligence Skills | LCLM5006 | C1 - Individual Poster Presentation

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INTRODUCTION

Emotional intelligence (EI) is the capacity to recognise, interpret and regulate emotions so that feeling informs judgement rather than dominates it. In academic work, emotions shape attention, feedback response, motivation and persistence. This poster argues that EI becomes valuable when awareness is translated into deliberate regulation, mindful attention and adaptive action (Goleman, 1995; MacCann et al., 2020).

METHOD / APPROACH

A focused literature review was conducted using peer-reviewed research on EI, academic performance, emotion regulation and mindfulness. Seminal EI theory was retained, while recent meta-analytic evidence was prioritised. Evidence was synthesised and applied to a realistic academic experience rather than treated as abstract theory.

Q1 | ANALYSING EMOTIONAL AWARENESS

Emotions influence decisions through appraisal: they frame what seems urgent, threatening or achievable. Mild confidence can increase engagement, but intense anxiety may narrow attention and make avoidance feel rational. Therefore, the issue is not whether emotion is present, but whether it is recognised and regulated before action (Gross, 2015).

- 1 Trigger
Deadline / feedback
- 2 Appraisal
Threat or challenge
- 3 Awareness
Label emotion
- 4 Regulation
Pause, reappraise
- 5 Judgement
Evidence-led action

DEVELOPMENT STRATEGIES

Emotion labelling, trigger logs, short mindfulness pauses and reflective review develop awareness. Poor awareness can produce impulsive emails, defensive feedback or procrastination; developed awareness converts emotion into information for better self-regulation and judgement.

GOLEMAN EI THEORY | THEORY TO PRACTICE

Dimension	Academic application	Example / outcome
Self-awareness	Recognise anxiety before assessment	Coping response replaces avoidance.
Self-regulation	Control frustration after feedback	Revision becomes constructive, not defensive.
Motivation	Link effort to long-term goals	Persistence increases during difficult tasks.
Empathy	Read classmates' perspectives	Group work becomes fairer and less conflictual.
Social skills	Ask for clarification and support	Feedback, teamwork and communication improve.

CRITICAL USE OF THE MODEL

Goleman translates EI into practical behaviours, but it should not be treated as a universal predictor of success. Academic outcomes also depend on ability, study conditions, workload and support; its value is strongest alongside evidence-based study planning.

THEORY-TO-PRACTICE JUDGEMENT

EI is not simply a personality strength; it is a learnable set of monitoring and regulation behaviours that can be rehearsed in assessments, group work and professional communication.

Q2 | EI & ACADEMIC SUCCESS

Academic success depends partly on how students manage emotional conditions around learning. EI is linked with performance because it helps students regulate academic emotions, maintain relationships and respond strategically to difficulty (MacCann et al., 2020).

Stress

Moderate pressure may focus effort; chronic pressure can impair attention.

Motivation

Purpose and small wins protect effort when tasks feel unrewarding.

Resilience

Feedback becomes data for revision rather than a threat to identity.

Anxiety

Breathing, reappraisal and task splitting reduce avoidance.

Procrastination

Often emotional avoidance, not laziness; EI helps identify the trigger.

EVALUATIVE JUDGEMENT

EI improves academic responses only when awareness leads to action: prioritising tasks, seeking feedback, regulating frustration and sustaining effort. It does not remove deadlines or workload; it improves how the student responds to them.

Q3 | CRITICAL PERSONAL REFLECTION

Situation: when several tasks approach a deadline, I may experience anxiety and pressure. Initially, avoidance can feel like relief, but it damages judgement because it delays reading, planning and feedback. Recognising anxiety as the emotional trigger allows a different response: I can pause, label the emotion, use breathing/mindfulness, and choose the next small task before deciding what to do.

CRITICAL LIMITATION

Mindfulness is not a magic solution: it cannot remove excessive workload, and regulation should not become emotional suppression. It is most useful when combined with planning, tutor support and realistic workload choices (Dawson et al., 2020).

LEARNING FOR FUTURE PRACTICE

Regulate before deciding: better decisions come from noticing emotional signals, creating thinking space and choosing evidence-led action rather than reacting defensively or avoiding responsibility.

Academic pressure

Anxiety

Avoidance / procrastination

Emotion recognition

Mindful pause + task prioritisation

Improved focus + future workplace control

KEY TAKEAWAY / CONCLUSION

EI improves academic judgement when awareness leads to deliberate regulation and adaptive action. Its effectiveness is contextual: it should complement, not replace, study planning, supportive relationships and workload management. The same capability prepares future workplace behaviour by supporting calmer decisions, constructive feedback response, empathy and professional communication.

Notice

Regulate

Act

From emotional signal to professional judgement

REFERENCES (Harvard)

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MacCann, C. et al. (2020) 'Emotional intelligence predicts academic performance: A meta-analysis', *Psychological Bulletin*, 146(2), pp. 150-186. DOI: 10.1037/bul0000219