

EMOTIONAL INTELLIGENCE

EMOTIONAL AWARENESS | DECISIONS | ACADEMIC SUCCESS

Understanding feelings and choosing a useful response

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Module Developing Emotional Intelligence Skills

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Assignment C1 - Individual Poster Presentation

INTRODUCTION

Emotional intelligence (EI) concerns recognising emotions and managing responses in ourselves and our relationships. Goleman's four domains (2000) provide a framework for this poster, which considers decisions, learning and a realistic family situation.



METHOD

Targeted searches for EI, academic performance, reappraisal and student mindfulness identified a framework, experiments, a meta-analysis and a randomised trial. Author, date and findings were checked. This is a selected review; the case is illustrative.

1 ANALYSE EMOTIONAL AWARENESS



How do emotions affect judgement?

Feelings can change how a situation is interpreted. Deadline worry may prompt planning, but it may also make a request feel like criticism. Neta et al. (2023) found that reappraisal shifted judgements of ambiguous images. Applying this to family decisions is an inference, not a tested result.

How can awareness be developed?

Notice the trigger, name the feeling and pause. Ask: What happened, and what am I assuming? Reappraisal means reconsidering the interpretation (Neta et al., 2023). A short reflection diary and feedback may reveal repeated reactions. Check the facts before choosing a response.

2 EVALUATE EMOTIONAL INTELLIGENCE IN ACADEMIC SUCCESS

Stress and anxiety: identify the worry, then separate what can be changed from what needs support.

Motivation and procrastination: set one small starting task and a realistic study period.

Resilience: use feedback to decide what to improve after a setback. These are practical applications, not guaranteed outcomes.

RESEARCH EVIDENCE

4,227

medical students across 20 studies

Weak positive association

$r = .13$

(Abdulla Alabbasi et al., 2023).

No causal proof; transfer to other courses is uncertain.

3 CRITICALLY REFLECT ON PERSONAL EXPERIENCE



Illustrative family scenario: the evening before an assignment deadline, a student is asked to help a younger sibling with homework. Feeling overwhelmed, the student snaps, then avoids the assignment by scrolling on the phone.

GOLEMAN'S FOUR DOMAINS (2000)

Self-awareness

Recognise deadline worry behind the anger.

Self-management

Pause and reframe the request.

Social awareness

Notice the sibling also needs help.

Relationship management

Apologise and agree a time to help.

A mindful pause could help the student choose a response and restart one paragraph. Gallo et al. (2023) found reduced stress after an eight-week course, but only 76 of 136 students completed follow-up. This does not test one brief pause or establish better grades.

Review what changed: starting work, completing the planned task and repairing the conversation. Any improvement could also come from clearer boundaries or a smaller task. A short study log could help check this pattern over time.

THE BIG PICTURE

Emotional awareness is useful when it changes the next action. For learning and teamwork, this means checking assumptions, making a workable plan and communicating needs clearly.

Calmer responses need practical support: time, feedback and realistic expectations.

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