

EMOTIONAL INTELLIGENCE AND ACADEMIC SUCCESS

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INTRODUCTION

Salovey (1997) describes emotional intelligence as monitoring emotions and using them to guide thinking and decision-making. Emotional awareness can influence how students interpret challenges, regulate responses and make learning decisions.



METHOD

Literature-based research using diversified academic sources, including peer-reviewed research and systematic reviews. Evidence was compared to examine relationships between emotional intelligence, emotional awareness, stress, motivation, resilience, mindfulness and academic performance.

1 ANALYSE EMOTIONAL AWARENESS

Emotions can shape attention, interpretation, motivation and decisions. Awareness creates a pause between feeling and responding.

DANIEL GOLEMAN'S COMPETENCY FRAMEWORK (2002)

Based on your test results (Self-Awareness 8/10)



Self-Awareness 8/10

Recognising and understanding emotions, accurate self-assessment and self-confidence.



Self-Management 8/10

Emotional control, transparency, adaptability, achievement drive and initiative.



Social Awareness 9/10

Empathy, organisational awareness and service orientation.



Relationship Management 7/10

Developing others, leadership, influence, change catalyst, conflict management, building bonds and teamwork.

KEY INSIGHT

Your strongest area is Social Awareness (9/10); focus on Relationship Management (7/10) for more balanced EI across all quadrants.

2 EVALUATE EMOTIONAL INTELLIGENCE IN ACADEMIC SUCCESS



STRESS

Can consume cognitive resources and disrupt concentration.



MOTIVATION

Supports sustained study commitment.



RESILIENCE

Helps students recover from setbacks and continue working toward goals.

Applying emotional intelligence:

- **Procrastination** → identify avoidance triggers and start with a manageable task.
- **Anxiety** → recognise the emotion, pause and use a calming strategy.
- **Low motivation** → reconnect the task with a meaningful goal and use small achievable steps.

Research indicates a positive association between emotional intelligence and academic performance, while effect strength varies by how emotional intelligence is measured (MacCann et al., 2020).

3 CRITICALLY REFLECT ON PERSONAL EXPERIENCE



Mindfulness may improve the learning experience by encouraging present-moment attention, awareness of thoughts and emotions, and less reactive responses.



Emotional regulation strategies can create space to respond to academic pressure rather than automatically reacting to it.

Critical reflection:

benefits are not guaranteed; evidence on academic outcomes is mixed and intervention quality, context and individual differences matter (Ostermann, Pawelkowitz and Cramer, 2022; Tzelepi et al., 2023).



KEY TAKEAWAY

Emotional intelligence can support learning when awareness is translated into deliberate regulation, adaptive coping and purposeful action.

5 HARVARD REFERENCES

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