EMOTIONAL INTELLIGENCE
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The interrelation between emotional and cognitive processes has been found impactful to social and academic adjustment (Calkins & Bell, 2010). Emotional and cognitive factors, hence, should both be taken into consideration in the teaching-learning process. Aforementioned emotional factors fall under emotional intelligence (EI). Conventionally, EI is measured from three dimensions, namely emotional attention, emotional clarity, and emotional repair (Salovey et al., 1995). Emotionally intelligent students were found to be more cooperative and are able to learn more effectively. High EI can also aid in decreased likelihood of anxiety or depression and, in turn, intrusive thoughts that may disrupt an otherwise productive learning experience.

Inglés et al. (2016) emphasized that EI can also influence an individual’s learning strategy in secondary school and suggested that development programs for emotional skills is relevant for exploring emotional intelligence. Interestingly, one study also discovered how EI differs between students who have chosen to drop out and those who completed an undergraduate degree. Secondary school achievers who managed to finish their undergraduate course showed EI scores higher than students who dropped out (Parker, Saklofske, & Keefer, 2016). This highlights that EI is also integral to a successful adjustment from secondary to post-secondary education.

Classrooms should also be focused on honing both intellectual and emotional skills, as they could be equally important. Moreover, the early development of a child’s
emotional intelligence is practical in an academic and non-academic sense. From this, it is recommended to construct teaching strategies that can mold a student’s emotional intelligence to a better shape.

References:

