

A Probe into the Relationship between College students' Emotional Intelligence and Academic Satisfaction

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Abstract: Emotional intelligence, commonly known as emotional intelligence, represents a person's ability to control his own emotions and understand the logic of emotions. Therefore, people with high emotional intelligence can control themselves well and understand the emotions of others well. In this case, people don't it is easy to be influenced by one's own emotions, and in most cases will maintain a sane state and make correct judgments and decisions. According to this logic, the level of emotional intelligence of college students will affect students' understanding and judgment of academic satisfaction, and will cause students to make different satisfaction decisions, indicating that there is a relationship between emotional intelligence and academic satisfaction. This article is to understand this The relationship will be studied, mainly introducing the basic framework of college students' emotional intelligence, and then constructing experimental methods to understand the relationship between emotional intelligence and academic satisfaction based on the experimental results.

1. Introduction

Under the modern education concept, colleges and universities should make adjustments to education based on student academic satisfaction, but adjustments must be carried out on the basis of accurate and reliable information on student academic satisfaction, otherwise it is likely to be useless. In this case, many colleges and universities have found that the accuracy and reliability of student satisfaction information is not stable. The main reason for this phenomenon is the difference in emotional intelligence of students in different colleges, that is, students with low emotional intelligence cannot To evaluate academic work objectively, it is easy to be affected by emotions to make blind subjective judgments. On the contrary, students will give objective judgments through thinking, and colleges and universities need the latter. Therefore, in order to improve the quality of teaching, colleges and universities must first understand the relationship between college students' emotional intelligence and academic satisfaction, so that colleges and universities can judge whether the satisfaction information is accurate and reliable, and then make judgments and decisions on adjustments, indicating that it is necessary to deal with emotions. Research on the relationship between intelligence and academic satisfaction.

2. The Basic Framework of College Students' Emotional Intelligence

2.1 Framework Overview

Fig.1 Shows the Basic Framework of College Students' Emotional Intelligence.

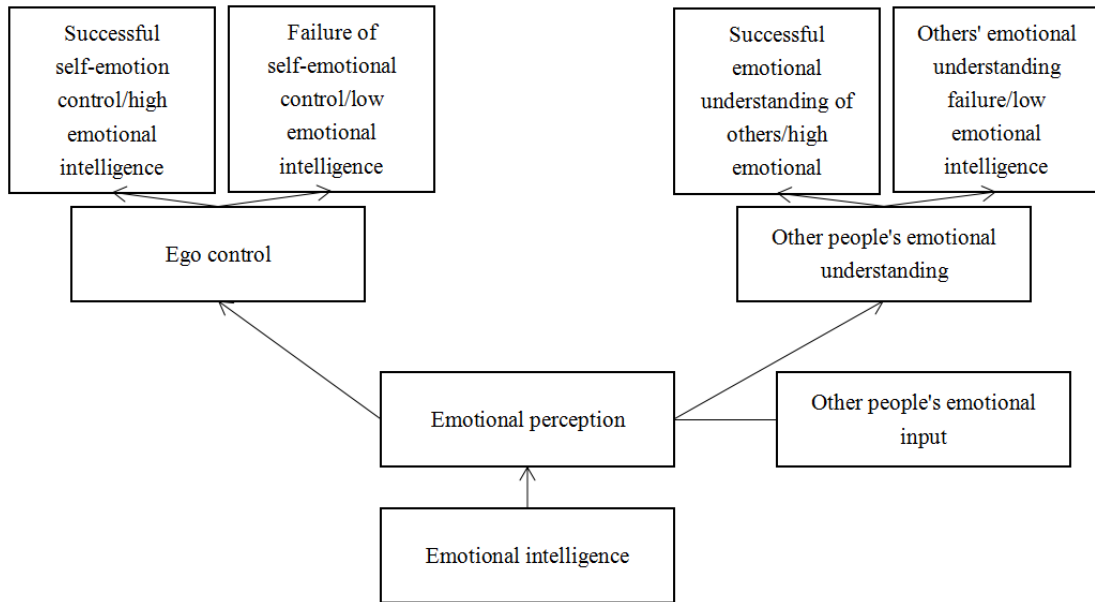


Fig.1 The Basic Framework of College Students' Emotional Intelligence

2.2 Framework Analysis

According to figure 1, the following will focus on the three major components of the basic framework of college students' emotional intelligence.

(1) Self-emotion control

People will have different emotions under certain circumstances, and emotions are good or bad. People should strengthen self-control to avoid bad emotions from influencing oneself to make irrational and bad decisions. This is the manifestation of one's ability to control self-emotions. The ability of self-emotional control represents the students' awareness of emotional control, that is, some students have relatively low emotional intelligence and do not know what emotions they may have next, nor have they thought about what the next emotions might make themselves behave. Therefore, it will not consciously curb emotional fermentation. Eventually, when the emotion reaches a certain level, oneself loses proper sense and makes excessive behaviors. This phenomenon is very common. For example, a student quarrels with other students, causing the student to become angry. However, the student did not deliberately control his own anger, which made his anger grow. In the end, the student fought with other students, and the whole process took less than 1 minute. This is a typical student with low emotional intelligence and lack of awareness of the consequences. Therefore, without self-control, being swayed by anger in a short period of time, prompting oneself to make excessive behaviors. On the contrary, when students have high emotional intelligence, they will naturally consider the consequences, so they will deliberately control their emotions and avoid excessive behaviors as much as possible. According to the above discussion, it shows that the ability of self-control of emotions is affected by the emotional intelligence of students, which is a kind of ability under the emotional intelligence and belongs to the framework of emotional intelligence^[1].

(2) Understanding the emotions of others

In human communication activities, people can perceive each other's emotions in terms of language, behavior, expressions, etc., and understand why the other party has such emotions, but whether people can perceive each other's emotions and understand each other's emotions depends on the person's other emotions comprehension. The ability to understand the emotions of others is also a manifestation of emotional intelligence, that is, people with high emotional intelligence will consciously perceive and understand the emotions of others, then make other emotional judgments, and then adjust their own behavior and language, which enables people to take care of other people's emotions. It makes the communication more smooth, which reflects the emotional intelligence of people, but people with low emotional intelligence will not consciously perceive the emotions of others, and even if they do, it is difficult to understand, and they will not adjust their behavior or language according to the emotions of others. Rather, they blindly release their emotions, which can easily lead to unhappy exchanges and even quarrels. In this case, students must also have a certain ability to understand the emotions of others. If they are poor, they may not experience the good intentions of colleges or teachers, and will have misunderstandings. For example, a student's ability to understand emotions is poor at a certain time. In the event of a decline in test scores, the student was criticized by the teacher, but the student did not understand that the teacher criticized himself for improving himself. Instead, he believed that the teacher was humiliating himself, then resisted the teacher, and his academic satisfaction dropped sharply^[2].

(3) Emotion perception ability

All actions under emotional intelligence start from emotional perception, that is, people can only control or adjust actions when they perceive their own or other people's emotions, that is to say, people's self-emotional control and others' emotional understanding. The motivation of ability is emotional perception ability. In this case, if the student's emotional perception ability is poor, no matter how strong the student's self-emotion control and the emotional understanding of others are, they will be restricted and cannot show good emotional intelligence. On the contrary, when the student's emotional perception ability is strong, then Self-control of emotions and understanding of other people's emotions will be fully utilized. If students have strong emotional intelligence, it can be seen from the students' language and behavior.

3. Experiment on the Relationship between College Students' Emotional Intelligence and Academic Satisfaction

In order to prove the relationship between college students' emotional intelligence and academic satisfaction, and to understand the specific relationship types, related research will be launched below.

3.1 Experimental Method

Design the questionnaire with reference to the basic framework of figure 1, and the content of the questionnaire is shown in table 1. The questionnaire will be distributed to 41 students in a class of a university, allowing students to evaluate their academic satisfaction based on their true feelings, and then analyze whether the evaluation results put forward by each student are objective, and if they are objective enough, it indicates the academic satisfaction of such students. The evaluation results are accurate and reliable, and such students have high emotional intelligence. On the contrary, it means that the evaluation results of students' academic satisfaction are inaccurate and unreliable. Such students have relatively low emotional intelligence, and the evaluation results are subjectively proposed under the influence of emotions.

Table 1 Experimental Questionnaire

Problem	Introduction	Correspondence
What do you think is the teacher's purpose in reproaching you? Are you angry?	If the students think that the teacher's purpose of blaming themselves is to vent their personal emotions, and the way of blaming, language, etc. is excessive (the truth is not excessive), it means that the student's emotional intelligence is low, and vice versa, the emotional intelligence is high.	Comprehension of other people's emotions, self-control of emotions
What are your dissatisfaction with the current situation of school running? Why are you not satisfied?	If the student's dissatisfaction is unreasonable and the reason is insufficient, it means that the student's emotional intelligence is low, and vice versa.	Comprehension of other people's emotions
What factors do you think your learning problems are caused by?	If all the factors put forward by the students are attributed to other things, so they are not satisfied with their studies, it means that the students have low emotional intelligence, and vice versa.	Emotional perception
Do you accommodate others when you communicate with teachers or other students?	If the student does not accommodate others, it means that the emotional intelligence is low, and vice versa.	Emotional perception

3.2 Experimental Results

According to table 1, 41 questionnaires were printed out, and they were all distributed to 41 students in the school's class. The distribution rate was 100%. After 3 days, they were collected and the recovery rate was 100%. After sorting out the survey results of the questionnaire, the experimental results are obtained, as shown in table 2.

Table 2 Experimental Results

Problem	Result
What do you think is the teacher's purpose in reproaching you? Are you angry?	Three students thought that the teacher's purpose of blaming themselves was to vent their personal emotions, and that they would feel angry, indicating that these three students had low emotional intelligence; 38 students believed that the teacher's purpose of blaming themselves was for their academic progress, the way of blaming, and the language acceptable, or understandable, and not angry, indicating that the 38 students have high emotional intelligence.
What are your dissatisfaction with the current situation of school running? Why are you not satisfied?	One student felt that the course time was too long and was dissatisfied. The reason was too tired, indicating that the student's emotional intelligence was low; 40 students' dissatisfaction was reasonable and well-founded, indicating that 40 students had high emotional intelligence.
What factors do you think your learning problems are caused by?	Twenty-seven students attributed the factors to other things, excluding personal factors, indicating that 27 students had low emotional intelligence; 14 students attributed the factors to other things and individuals, so 14 students had high emotional intelligence.
Do you accommodate others when you communicate with teachers or other students?	Thirty-four students believed that they would not accommodate other people under reasonable circumstances. They had to show their position and would not give in, indicating that 34 students had low emotional intelligence; 7 students said they would accommodate when others are emotional, and wait until they are calm. Harmonious communication indicates that the 7 students have high emotional intelligence.

3.3 Discussion on the Relationship between Emotional Intelligence and Academic Satisfaction

According to the survey results in table 2, 41 students performed well in the ability to understand other people's emotions and self-emotion control. Most students can understand other people's

emotions well, and also consciously control their emotions, and the control effect is good. . However, in the two major issues of emotional perception ability, it can be seen that the students' emotional perception ability is relatively weak, that is, in response to the question of "What factors do you think your learning problems are caused by?" The survey question, 27 students attributed all the factors. In other things, it does not contain personal factors, which means that most students do not consider themselves when they are unfavorable to them, do not perceive their emotions, and naturally cannot control their emotions, so they are not satisfied with their studies (will they? Control and whether you can control are two concepts), and in the question of "Do you accommodate others when you communicate with teachers or other students?" In the survey question, the phenomenon of low emotional perception of students is even more serious, with 34 students expressing unwillingness to accommodate unless the other party confirms that he is wrong, this may cause students to quarrel, or even more serious matters.

In general, the college students in the experiment have a good comprehensive performance of emotional intelligence, but they have a major defect of weak emotional perception, which makes the students' evaluation of academic satisfaction appear subjective thinking, and the final result is naturally inaccurate and unreliable. Reliable and blind, so the evaluation results of such students are under consideration and need to be corrected. The evaluation results of other students can be taken into consideration, indicating that there is a positive relationship between student emotional intelligence and academic satisfaction

4. Conclusion

In summary, this article discusses the relationship between college students' emotional intelligence and academic satisfaction, and conducts experiments around the basic framework of emotional intelligence. According to the experimental results, it can be seen that the level of emotional intelligence will affect students' judgment of academic satisfaction, and there is a positive relationship between the two, that is, if the emotional intelligence is high, the evaluation result after the judgment of student academic satisfaction is accurate and reliable. Low emotional intelligence results in inaccurate and unreliable results.

References

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