

The Effect of Emotional Intelligence Training on Academic Commitment, Emotional Self-Regulation, and Academic Performance of Male Students at Farhangian University in Khuzestan Province

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E d i t o r	R e v i e w e r s
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1. Round 1

1.1 Reviewer 1

Date: 02 February 2025

Reviewer:

The sentence, "The intervention was particularly effective in enhancing students' ability to regulate emotions and remain committed to their academic responsibilities," is too general. Consider providing specific percentage increases or effect sizes to support this claim.

The sentence, "The statistical population included all male students at Farhangian University in Ahvaz during the 2017–2018 academic year," raises a concern about outdated data. Given that the study is published in 2025, why were participants selected from such an old academic year? Clarify whether data collection was delayed or if there were specific reasons for this choice.

The sentence, "The mean academic commitment score for the experimental group was 4.25 (SD = 0.45), while the control group had a lower mean of 3.65 (SD = 0.50)," does not specify whether the effect size was calculated. Report Cohen's d or partial eta squared to strengthen the statistical interpretation.

Table 2 presents F-values and p-values, but confidence intervals and effect sizes are missing. Consider including these to provide a more comprehensive understanding of the impact.

The statement, "These results provide strong empirical support for the effectiveness of emotional intelligence training," is somewhat overstated. While the results are significant, they are limited to one specific population. Consider a more cautious interpretation.

The study does not adequately discuss potential limitations. Consider addressing issues such as self-report bias, sample homogeneity, and the relatively short intervention period.

Authors revised the manuscript and uploaded the updated document.

1.2 Reviewer 2

Date: 03 February 2025

Reviewer:

The introduction provides a broad discussion of emotional intelligence and academic commitment but lacks a systematic review of prior interventions. A comparative analysis of similar studies would strengthen the rationale for the research.

The study briefly mentions Bar-On's model of emotional intelligence. A deeper discussion on why this model was chosen over others, such as Mayer and Salovey's model, would enhance the theoretical grounding of the study.

The study uses the Academic Commitment Scale, Emotional Self-Regulation Scale, and GPA but does not report their validity in the target population. Provide reliability coefficients from the current study rather than relying solely on previous research.

The control group's activities are not mentioned. Did they receive any placebo intervention or remain inactive? If inactive, discuss potential threats to internal validity due to demand characteristics.

The discussion references multiple prior studies but does not clearly distinguish which findings align or contradict the current results. A structured comparison with numerical values from previous research would be more informative.

The sentence, "Emotional intelligence training, which includes components such as stress management and anger management, positively affects academic commitment," suggests causality without explaining the mechanism. Provide evidence or cite studies that support how these specific components lead to improvements.

Authors revised the manuscript and uploaded the updated document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.