



VOYAGE JOURNAL OF EDUCATIONAL STUDIES –VJES

EVALUATION REPORT

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Reviewer's Profile:

Name

Area of expertise

Designation with

Affiliation (Institute)

Email

Contact No

Title of the Article

Emotional Intelligence and Study Habits: A Correlational Study Among Undergraduates

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Title of the Article:

Emotional Intelligence and Study Habits: A Correlational Study Among Undergraduates

Paper Title

- ☒ Appropriate
- ☐ Change Required
- ☐ Irrelevant

Brief Comment: The title is clear, concise, and accurately reflects the main variables, population, and correlational nature of the study.

Abstract

- ☒ Appropriate
- ☒ Minor Revision Required
- ☐ Too Short
- ☐ Too Long

Brief Comment: The abstract clearly presents the design, sample, instruments, analysis, major correlations, and implications. However, it uses the term “predicting study habits” although only Pearson correlation was performed. This should be changed to “examining the relationship with study habits.” There is also an inconsistency in reliability: the abstract reports Cronbach’s alpha of .70, while the methodology reports .752 for study habits, .926 for SAEI, and .869 overall. These values should be made consistent.



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Introduction

- ☒ Appropriate
- ☒ Needs Minor Strengthening
- ☐ Irrelevant

Brief Comment: The Introduction establishes the importance of EI and study habits and identifies a Pakistani research gap. However, “predictive” terminology should be removed unless regression analysis is conducted. The research gap should also be supported more critically with Pakistan-specific literature.

Research Objective & Hypothesis

- ☒ Appropriate
- ☒ Minor Revision Required

Brief Comment: The objective is consistent with a correlational study. However, the hypothesis is very broad because it combines all four EI dimensions and all four study-habit dimensions into one hypothesis. Separate hypotheses or sub-hypotheses would improve clarity.

Literature Review

- ☒ Relevant
- ☒ Needs Strengthening

Brief Comment: The literature review includes several recent 2024–2025 studies and establishes the relevance of EI to academic functioning. However, it is relatively brief and should provide more critical synthesis, particularly regarding direct empirical relationships between EI dimensions and study habits in Pakistan.

Theoretical Framework

- ☒ Appropriate
- ☒ Needs Minor Strengthening

Brief Comment: Goleman’s EI Competency Model provides an appropriate foundation for the four EI dimensions. The conceptual diagram on page 4 clearly presents EI as the independent variable and study habits as the dependent variable. However, the framework uses the term “predicts,” which is inconsistent with the correlational analysis. The theoretical connection between each EI dimension and each study-habit dimension should also be explained more clearly.

Research Methodology

- ☒ Generally Appropriate
- ☒ Needs Clarification

Brief Comment: The quantitative cross-sectional correlational design and sample of 400 students are generally appropriate. Cochran’s formula is used to justify the sample size, and equal numbers

were selected from public and private universities. However, the authors should identify the number of participating universities and explain how simple random sampling was practically conducted when centralized student registration data were unavailable. The claim that the sample “accurately reflects” the population’s natural gender and age distribution is also too strong without population data.

Research Instrument

- ☒ Appropriate
- ☒ Needs Revision

Brief Comment: The adopted EI instrument demonstrates good reliability, while the study-habits questionnaire is self-constructed. The authors should provide stronger evidence of content and construct validity for the newly developed 20-item study-habits instrument. Reporting Cronbach’s alpha alone is insufficient to establish validity.

Analysis & Results

- ☒ Relevant
- ☒ Needs Revision

Brief Comment: Pearson correlation is appropriate for the stated objective, and all reported relationships are statistically significant. However, several correlations are extremely high, particularly $r = .912$ between self-management and technology integration. Such high correlations warrant checking construct overlap, measurement validity, and possible common-method bias. Also, $p = .000$ should be reported as $p < .001$ in APA style.

There is also a labeling error in Table 3: “Focus and Discussion Control” should apparently be “Focus and Distraction Control.”

Discussion

- ☒ Appropriate
- ☒ Needs Strengthening

Brief Comment: The Discussion connects the findings with previous studies and Goleman’s framework. However, some interpretations go beyond what correlation can establish. For example, correlations do not demonstrate that EI causes students to use technology constructively or improves academic performance. The discussion should consistently use “associated with” rather than causal terminology.

Conclusion

- ☒ Appropriate
- ☒ Needs Revision

Brief Comment: The conclusion generally reflects the correlational findings, but the statement that “self-management, technology integration, and internet use have indirect, positive effects on study habits” is unsupported because no mediation or indirect-effect analysis was conducted. This statement should be removed. The phrase “effective learning strategies of influential students” also requires correction.



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Limitations

- ☒ Present
- ☒ Needs Minor Strengthening

Brief Comment: The manuscript appropriately acknowledges the cross-sectional design and self-report bias. It should additionally acknowledge the Karachi-only setting, possible common-method bias, limitations of the self-constructed study-habits scale, and limited generalizability.

References and Citation Audit

- ☒ Generally Relevant
- ☒ Recent Literature Included
- ☒ Needs Editing/Verification

Brief Comment: The manuscript includes several recent 2024–2025 references, which is a strength. However, APA 7 formatting and bibliographic accuracy require careful checking. There are visible formatting errors, including a malformed DOI in the Fu et al. (2025) reference. The references and all in-text citations should be cross-checked before publication.

Language and Presentation

- ☒ Requires Editing

Brief Comment: The manuscript is generally understandable but requires professional proofreading for grammar, terminology, consistency, and table formatting. Particular attention is needed to predictive versus correlational language, variable names, table labels, and APA statistical reporting.

Major Weaknesses

- Predictive/causal terminology despite correlation-only analysis.
- Reliability inconsistency between abstract and methodology.
- Self-constructed study-habits instrument requires stronger validity evidence.
- Extremely high correlations require methodological consideration.
- Sampling procedure needs greater clarification.
- Unsupported “indirect effects” claim in the conclusion.
- APA, language, and table-formatting issues.

FINAL RECOMMENDATION

- ☐ Accept
- ☒ **Minor Revision**
- ☐ Major Revision
- ☐ Reject

Final Comments

The manuscript addresses a relevant relationship between emotional intelligence and study habits among undergraduates and benefits from an adequate sample and recent literature. Minor revision is recommended to correct predictive and causal interpretations, clarify sampling and instrument validity, resolve reliability inconsistencies, review unusually high correlations, and improve APA formatting and language before publication.

Signature:

Date:
