

Review of: "Impact of Emotional Intelligence on the Well-being of Teachers and Students"

Felix Nyarko¹

¹ Tampere University

Potential competing interests: No potential competing interests to declare.

Manuscript: Impact of Emotional Intelligence on the Well-being of Teachers and Students

Dear Editor,

Thank you for the opportunity to review this article. See below my comments to improve the article.

ABSTRACT

First, the abstract lacks the essence and fails to adequately encapsulate the central theme of the topic under examination, which is emotional intelligence and wellbeing. As it stands, it is too general and vague. Is the study about stress or emotional intelligence and wellbeing? The abstract is not well written and needs to be reworked.

Second, I would have loved to see the main research question explicitly written, together with an identified lacuna that the study is attempting to fill. This information can help contextualize the findings and provide a clearer understanding of the sample. What is new or innovative about the findings? The absence of concrete results leaves the reader with a vague understanding of the study's outcomes, hindering their ability to grasp the significance of the research.

Third, the abstract needs to be slightly reworked. First, it lacks a detailed description of the research methodology employed in the study, omitting critical information such as data collection methods and data analysis techniques. These methodological details are crucial for assessing the validity and reliability of the study's findings, making it difficult for the reader to evaluate the research rigor.

Furthermore, the abstract lacks a clear conclusion or summary of the study's main implications and takeaways, leaving the reader without a concise wrap-up of the research. The absence of a conclusion diminishes the abstract's effectiveness in conveying the study's broader significance. The abstract needs rewriting.

INTRODUCTION

How to **improve the quality of scientific presentation** in the Introduction. (1) The purpose of the first page of the Introduction (so-called small introduction) is to argue why the research is important, to indicate what gaps in previous literature the current study can contribute to, and to provide some hints about the aims of this study. Currently, all that is absent.

The introduction is more on stress than on emotional intelligence and wellbeing, which are the central themes of this research.

EMOTIONAL INTELLIGENCE.

It lacks well-structured organization, making it difficult and challenging to comprehend. To enhance clarity, each paragraph could be organized into distinct sections, adhering to the scientific rule of addressing one topic per paragraph. The authors need to structure it, for example,

- 1 a. Well-defined definition for emotional intelligence.
- b. Emotional intelligence and its significance to various contexts
- c. Summarise the studies conducted on Emotional Intelligence among teachers.
 - i. Burnout
 - ii. Stress
 - iii. Quality of life

2. The same thing applies to the student.

Emotional intelligence and student wellbeing

Emotional intelligence and academic performance

Emotional intelligence and mental health.

Gender differences in emotional intelligence among students.

WELLBEING.

The authors should do the same thing as emotional intelligence.

Emotional Intelligence and Well-being

It should be a well-structured organization to bring out the topic sentence in each paragraph.

METHODOLOGY.

Please ensure that you include all the following characteristics adequately:

- a. a) What measures were used to collect data?
- b. b) If questionnaires were used, were they self-made?
- c. d) What are some examples of the items on the scale?
- d. e) What was the response format?

- e. f) What is the scoring format?
- f. g) How were the scores computed?
- g. h) What do the scores mean?
- h. i) What are the psychometric properties of the scales? Validity and reliability need to be clearly reported.

ETHICS

- a. a) Institutional Review Board (IRB) or Ethics committee_'s (EC) permission
- b. b) Informed consent
- c. c) Participant information
- d. d) Rights of participants (able to decline participation without negative consequences)
- e. e) Anonymity
- f. f) Confidentiality
- g. g) Data security

The analysis, conclusions, and implications are well written and have not much to add.