

REVIEWER'S REPORT

Manuscript No.: IJAR-58088

Title: UNDERSTANDING THE SELF: A REVIEW OF INTRAPERSONAL EMOTIONAL INTELLIGENCE AMONG STUDENT POPULATIONS

Recommendation:		Rating	Excel.	Good	Fair	Poor
Accept as it is	Originality				
Accept after minor revision	Techn. Quality				
Accept after major revision	Clarity				
Do not accept (<i>Reasons below</i>)	Significance	...				

Reviewer's ID: JPR- 180

Detailed Reviewer's Report

The paper presents a comprehensive review of the concept of intrapersonal emotional intelligence (IEI) and its significance among student populations. The authors aim to synthesize existing literature on self-awareness, self-regulation, personality traits, and mental health awareness, emphasizing how these dimensions contribute to students' emotional well-being, academic achievement, and personal development. The topic is highly relevant in contemporary educational settings, where students increasingly face emotional, academic, and social challenges. The paper successfully highlights the importance of understanding and managing emotions as a foundation for resilience, adaptability, and psychological well-being. One of the major strengths of the paper is its clear conceptual focus. The authors provide a thorough explanation of intrapersonal emotional intelligence and position it within the broader framework of emotional intelligence. The review effectively explains how self-awareness, self-regulation, and self-motivation enable students to recognize and manage their emotional states, thereby improving their academic performance and psychological adjustment. The introduction establishes a strong rationale for studying intrapersonal emotional intelligence by linking it to contemporary concerns such as academic stress, emotional burnout, anxiety, and mental health challenges among students.

The literature review is extensive and incorporates findings from a wide range of educational and psychological studies. The discussion of emotional intelligence demonstrates how emotional competencies influence academic performance, motivation, resilience, and interpersonal effectiveness. By integrating evidence from various educational contexts, including secondary schools, universities, and professional education, the paper successfully demonstrates the universal relevance of emotional intelligence in student development. The review also highlights the effectiveness of emotional intelligence training and educational interventions in enhancing students' emotional competencies and academic outcomes. A particularly strong aspect of the paper is its detailed examination of self-awareness as the foundation of intrapersonal emotional intelligence. The authors convincingly argue that self-awareness enables students to recognize their strengths, weaknesses, emotions, motivations, and learning styles. The review demonstrates that self-awareness contributes significantly to academic persistence, emotional management, decision-making, and resilience. The discussion is supported by multiple empirical studies showing that students with higher levels of self-awareness are better able to cope with stress, regulate anxiety, and maintain academic focus. The paper effectively presents self-awareness as the first step in the development of broader emotional and cognitive competencies.

The section on self-regulation is equally informative and emphasizes its role as an expression of intrapersonal control. The review explains how students who can regulate their emotions and behaviors are more capable of managing academic demands, maintaining motivation, and achieving personal goals. The authors successfully connect self-regulation with adaptive coping strategies, emotional stability, and academic engagement. Furthermore,

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the discussion highlights practical educational interventions such as mindfulness training, guided activities, and emotional intelligence programs that can strengthen self-regulatory skills among students. This practical dimension increases the relevance of the review for educators and policymakers. Another valuable contribution of the paper is its exploration of personality traits as structural components of emotional intelligence. The authors examine how traits such as conscientiousness, openness, extraversion, agreeableness, and emotional stability influence emotional functioning and academic adjustment. The review demonstrates that personality traits provide the dispositional foundation upon which emotional intelligence develops. By integrating research from different student populations, including medical and college students, the paper offers a nuanced understanding of the relationship between personality and emotional competence.

The paper also makes an important contribution by discussing the relationship between emotional intelligence and mental health awareness. The authors argue that students with higher emotional intelligence are more likely to recognize psychological distress, seek help when needed, and employ effective coping strategies. The review synthesizes evidence showing that emotional intelligence enhances resilience, reduces psychological suffering, and promotes mental health literacy. Given the growing concerns regarding student mental health globally, this section is particularly timely and valuable. Despite its strengths, the paper has several limitations. First, the study is primarily descriptive and relies heavily on summarizing previous research rather than critically evaluating it. While numerous studies are cited, there is limited discussion of conflicting findings, methodological differences, or theoretical debates within the field of emotional intelligence research. A deeper critical analysis would have strengthened the scholarly contribution of the review. Second, although the paper is presented as a review, the methodology used to select, evaluate, and synthesize the literature is not clearly explained. The absence of a systematic review protocol, inclusion criteria, search strategy, or quality assessment framework raises concerns about the comprehensiveness and rigor of the literature selection process. Providing a detailed methodology section would enhance the transparency and credibility of the review.

Third, some references appear only loosely connected to the core topic of intrapersonal emotional intelligence, and a few citations seem unrelated to emotional intelligence research. Greater attention to the relevance and quality of the selected sources would improve the coherence of the literature review. Additionally, the paper occasionally repeats similar arguments across different sections, which could be streamlined to improve readability and analytical depth.

The conclusion effectively summarizes the key findings and reiterates the importance of intrapersonal emotional intelligence in promoting emotional balance, resilience, academic success, and mental well-being among students. The authors appropriately emphasize the need to integrate emotional intelligence training, mindfulness practices, and self-development programs into educational curricula. These recommendations are practical and supported by the reviewed literature. Overall, this paper provides a valuable and comprehensive overview of intrapersonal emotional intelligence among student populations. Its strengths include its broad literature coverage, clear thematic organization, and emphasis on the interconnected roles of self-awareness, self-regulation, personality traits, and mental health awareness. However, the paper would benefit from a more rigorous review methodology, stronger critical analysis, and deeper engagement with theoretical and methodological issues in emotional intelligence research. Despite these limitations, the review makes a meaningful contribution to educational psychology and offers useful insights for researchers, educators, counselors, and policymakers interested in promoting students' emotional and psychological well-being.