




The Effectiveness of Game-Based Creativity Training on Social-Emotional Skills of Students

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1. Round 1

1.1. Reviewer 1

Reviewer:

The quasi-experimental design and sampling method require more in-depth justification. Clarifying participant selection and detailing the intervention's implementation would improve validity and replicability.

The utilization of SPSS for data analysis is noted, yet a more comprehensive explanation of the statistical methods and justification for their choice is needed.

The connection between game-based creativity training and its impact on social-emotional skills is underexplored. A stronger theoretical framework linking play, creativity, and social-emotional development would strengthen the study.

The results indicate significant improvements, but the discussion lacks depth in interpreting these findings within the broader literature. Expanding on how this study contributes to existing knowledge and its implications for practice is crucial.

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer: Overall, the article is well-structured. Enhancing clarity in the methodology and findings sections could improve readability and understanding.

While the study synthesizes current research well, further integration of these findings with the study's results would enrich the discussion.

The article hints at practical applications but could provide more detailed strategies for educators and practitioners to implement game-based creativity training.

Ensuring all references are up-to-date and relevant would strengthen the article's foundation in the current research landscape.

Expanding on the ethical considerations taken during the study, especially concerning children's participation, would enhance the manuscript's rigor.

Response: Revised and uploaded the manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.