




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

Sanaz. Fatourehchi¹, Kianoosh. Hashemian^{2*}, Khadijeh. Abolmaali Alhosseini³

¹ Ph.D. Student, Department of Educational Psychology, Roudehen Branch, Islamic Azad University, Roudehen, Iran

² Associate Professor, Department of Psychology, Roudehen Branch, Islamic Azad University, Roudehen, Iran

³ Professor, Department of Psychology, North Tehran Branch, Islamic Azad University, Tehran, Iran

* Corresponding author email address: hashemian@riau.ac.ir

Editor

Parvaneh Mohammadkhani^{id}
Professor, Department of Clinical Psychology, University of Rehabilitation Sciences and Social Health, Tehran, Iran. Email: Pa.mohammadkhani@uswr.ac.ir

Reviewers

Reviewer 1: Seyed Ali Darbani^{id}
Assistant Professor, Department of Psychology and Counseling, South Tehran Branch, Islamic Azad University, Tehran, Iran. Email: Ali.darbani@iau.ac.ir
Reviewer 2: Neda Atapour^{id}
Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: nedaatapour@kmanresce.ca

1. Round 1

1.1. Reviewer 1

Reviewer:

The manuscript would benefit from more detailed information about the sampling process. Please specify how the schools and classes were chosen within the multi-stage cluster sampling method to ensure the reproducibility of the study.

The description of the games included in the training protocol is somewhat vague. Providing specific examples of the games and how they are expected to foster creativity would enhance the reader's understanding of the intervention's mechanism.

Expand on the constructs measured by the Emotional-Social Competencies Questionnaire in both pretest and posttest. Detailed information about the questionnaire items and their relevance to social-emotional skills would strengthen this section.

Include assumptions checks for ANCOVA that were conducted before the analysis, such as homogeneity of regression slopes, which are crucial for validating the use of this statistical method.

Tie the findings more closely with the theoretical framework introduced in the literature review, particularly how the results align or contrast with existing models of creativity and social development in children.

Authors revised and uploaded the document.

1.2. Reviewer 2

Reviewer:

Ensure consistency in the use of terms such as "social-emotional skills" and "social-emotional competencies" throughout the manuscript. Defining these terms early in the paper will help in maintaining clarity.

The discussion could be improved by incorporating more recent studies from 2022 and 2023 to contextualize the findings within the latest research trends in game-based learning and creativity.

The manuscript reports statistical significance but does not consistently report effect sizes, which are critical for understanding the practical significance of the findings. Please include these where missing.

Authors revised and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.