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Comparing the effectiveness of self-efficacy education and education based on acceptance and commitment on test anxiety and belonging to school in the second high school boys of Birjand city

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R e v i e w e r s

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1. Round 1

1.1. Reviewer 1

Reviewer: The paper explores the comparative effectiveness of self-efficacy education and acceptance and commitment-based training on reducing test anxiety and increasing school belonging among high school boys in Birjand city. Utilizing a quasi-experimental design with pre-test, post-test, and follow-up measures, the study finds both interventions effective in reducing test anxiety and enhancing school belonging, with no significant difference in effectiveness between the two methods.

Expand the theoretical framework discussion in the introduction.

Provide a more critical analysis of the literature review.

Justify the choice of measurement instruments more thoroughly.

Discuss potential limitations and implications more extensively in the discussion section.

Suggest directions for future research to investigate the applicability of findings across diverse student populations.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer: This study compares the effects of self-efficacy education and acceptance and commitment-based training on reducing test anxiety and fostering school belonging among second high school boys in Birjand. The findings indicate both interventions are equally effective, suggesting their utility in educational and counseling settings.

The research question is adequately stated. Further elaboration on expected outcomes based on theoretical premises could provide a stronger foundation for the study.

The narrative is coherent but could be enriched by discussing potential mechanisms through which each intervention affects test anxiety and school belonging. This would offer a more nuanced understanding of the interventions' impacts.

Expanding the literature review to cover studies that directly contrast self-efficacy and ACT interventions in educational settings would offer a broader perspective on the study's relevance and novelty.

The data are presented clearly. Including tables that directly compare pre-test, post-test, and follow-up scores between groups would facilitate a quick visual assessment of the interventions' effectiveness over time.

The analysis is sound. Providing more detailed statistical analysis, such as interaction effects between time and group, could offer deeper insights into the interventions' dynamics.

The manuscript is well-structured. A more thorough proofreading to catch and correct occasional grammatical and punctuation errors would polish the text.

Discussing limitations related to the generalizability of the findings, especially considering cultural and educational context variations, would provide a balanced view. Additionally, suggestions for future research could include exploring long-term impacts of the interventions or their application in different educational contexts.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.