

# Journal of Adolescent and Youth Psychological Studies

Open peer-review report




[Journal Website](#)

## The effectiveness of performance on the academic performance and academic motivation of male students of the second year of high school

Alireza. Yousefi\*<sup>1</sup>, Zeynab. Pahlevan Zadeh<sup>2</sup> & Fatemeh. Kheyri<sup>3</sup>

1. **\*Corresponding Author:** Ph.D student of Curriculum Planning, Islamshahr Branch, Islamic Azad University, Islamshahr, Iran
2. M.A, vice-chancellor of education of Shahid Migli elementary school, Department of Education of Bushehr city, Iran
3. M.A student in general psychology, Badrood Branch, Islamic Azad University, Badrood, Iran (a.y.1353248@gmail.com)

---

Editor	Reviewers
Abolfazl Karami  Associate Professor, Department of Psychology, Allameh Tabataba'i University, Tehran, Iran abolfazlkarami1@gmail.com	<b>Reviewer 1:</b> Mohammad Hassan Ghanifar  Assistant Professor, Department of Psychology, Birjand Branch, Islamic Azad University, Birjand, Iran. Email: ghanifar@iaubir.ac.ir <b>Reviewer 2:</b> Abotaleb Saadati Shamir  Assistant Professor, Department of Educational Sciences, University of Science and Research, Tehran, Iran. Email: psychology@iau.ac.ir

---

### 1. Round 1

#### 1.1. Reviewer 1

Reviewer:

- Tie the introduction more closely to specific educational challenges and theories.
- Highlight research gaps more prominently in the literature review.
- Detail participant selection criteria and discuss design limitations in the methodology.
- Explore long-term implications for educational practices in the discussion.
- Provide clearer recommendations for future research in the conclusion.

Authors uploaded the revised manuscript.

#### 1.2. Reviewer 2

Reviewer:

Significantly expand the theoretical background to include a broader range of intelligence theories and their relevance to academic motivation and performance.

Conduct a more extensive review of the literature, including studies that might have found differing results or that critique the successful intelligence model.

Enhance the methodological section by detailing the training program's content and delivery method more comprehensively. Additionally, justify the sample size and selection process in greater depth.

Employ more sophisticated statistical analyses to examine the interaction effects between training and time, as well as potential moderator and mediator variables.

Provide a more critical examination of the results, including potential reasons for the observed effects and how they contribute to existing knowledge.

Discuss and address potential biases and the steps taken to mitigate them, including selection bias and the Hawthorne effect.

Discuss the practical challenges of integrating successful intelligence training into existing curricula, including teacher training, resource allocation, and student engagement strategies.

Propose detailed suggestions for future research, including longitudinal studies to assess long-term impacts, comparative studies with other intelligence training programs, and replication studies in diverse educational contexts.

Authors uploaded the revised manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.