

# Journal of Adolescent and Youth Psychological Studies

Open peer-review report

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## Comparison of the effectiveness of critical thinking training and social cognitive training on the emotional creativity of female students of the first secondary school

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### E d i t o r

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### R e v i e w e r s

**Reviewer 1:** Sadegh Maleki Avarsin   
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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

**Abstract:** The abstract mentions that "Critical thinking training created a significant difference between the control and experimental groups in terms of the variable of emotional creativity." Please clarify the specific statistical methods used to determine this significance and include p-values to support this statement.

**Introduction, Paragraph 2:** The statement "Achieving such thinking requires a change in teacher-centered teaching methods" (line 3) should be supported with specific examples or evidence from existing literature to strengthen the argument.

**Methods, Training Protocols:** The tables describing the training protocols (Table 1 and Table 2) should include references to the theoretical frameworks or prior studies that informed the design of these sessions. This will give readers insight into the evidence base for these interventions.

**Results, Table 4:** The table showing the results of Levene's and Mauchly's tests should also include effect sizes (e.g., Cohen's d) to provide readers with a sense of the practical significance of your findings.

**Results, Multivariate Tests:** The multivariate test results presented in Table 5 would benefit from a discussion on how multicollinearity was handled among the dependent variables.

Discussion, Paragraph 3: Provide a clearer explanation of how the findings of this study compare to those of previous studies cited (e.g., Jouldam et al., Shokar et al.). Highlight specific similarities or differences in methodologies or findings.

Discussion, Limitations: The section on limitations should discuss the potential impact of using a convenience sample on the generalizability of the results. Also, consider mentioning any potential biases introduced by this sampling method.

Authors uploaded the revised manuscript.

## 1.2. Reviewer 2

Reviewer:

Introduction, Paragraph 4: The claim that "Emotional creativity in a new approach parallel to emotional intelligence is considered an effective factor in regulating emotions and mental health" requires citation from contemporary sources that validate this parallel.

Methods, Sampling: The description of the sampling method is unclear. Please provide more details on how "accessible sampling" was conducted and ensure the sample size calculation using Cohen's formula is accurately described, including any assumptions made.

Methods, Materials: When describing Averill's Emotional Creativity Inventory, include information about the cultural validity and reliability of the instrument when used in Iranian contexts, as local adaptations might be necessary.

Results, Table 3: The table showing mean and standard deviation values should also include the number of participants in each group at each stage to clarify whether any attrition occurred during the study.

Results, Statistical Tests: The Shapiro-Wilk and Levene's tests results need more context. Specifically, mention how you addressed any non-normal distributions or heteroscedasticity in your subsequent analyses.

Results, Interaction Effects: In the paragraph discussing the interaction effects of group  $\times$  time, provide a more detailed interpretation of these interactions. For instance, explain why the effect might have been significant for preparedness but not for other components.

Discussion, Paragraph 2: The statement "Critical thinking through analysis, evaluation, and skilled reconstruction of thought improves and strengthens thinking" should be expanded to include how these improvements were specifically measured and observed in the current study.

Conclusion, Practical Implications: The conclusion should expand on the practical implications of the findings for educational practice. How should educators implement critical thinking and cognitive-social training based on these results?

References: Ensure all in-text citations are included in the reference list. For instance, make sure all studies mentioned in the discussion (e.g., Andolina, 2001; Kim et al., 2011) are fully referenced.

Authors uploaded the revised manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.