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## Comparison the Effectiveness of Cognitive Behavior Training and Educational Perfectionism Schema-based Strategies Training on Academic Buoyancy of High School Female Students




Nasrin. Bahreini Moghim Jiroft<sup>1</sup>, Mohsen. Golparvar<sup>\*2</sup> & Asghar. Aghaei<sup>3</sup>

1. PhD Student in Educational Psychology, Department of Psychology, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran

2. **\*Corresponding Author:** Associate Professor, Department of Psychology, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran (drmgolparvar@gmail.com)

3. Professor, Department of Psychology, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran

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E d i t o r	R e v i e w e r s
Abolfazl Karami  Associate Professor, Department of Psychology, Allameh Tabataba'i University, Tehran, Iran abolfazlkarami1@gmail.com	<b>Reviewer 1:</b> Kamdin Parsakia  Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: kamdinparsakia@kmanresce.ca <b>Reviewer 2:</b> Ali Khodaei  Department of Psychology, Faculty of Educational Sciences and Psychology, Payam Noor University, Tehran, Iran. Email: alikhodaei@pnu.ac.ir

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### 1. Round 1

#### 1.1. Reviewer 1

Reviewer:

Further elaborate on the selection process and criteria for participants, providing a clearer rationale for the study design and interventions applied.

Enhance the literature review section to include a broader range of studies on cognitive-behavioral and schema-based interventions, particularly their application in educational settings to support the study's context and findings.

Provide a more nuanced analysis of the results, exploring possible reasons for the similar effectiveness of both interventions on academic buoyancy. Consider including a discussion on the mechanisms through which each intervention may exert its impact.

Propose future research directions that include longer follow-up periods to assess the durability of the interventions' effects on academic buoyancy over time.

Discuss the limitations regarding the generalizability of the results to other populations and educational contexts. Suggest how these interventions might be adapted for broader use.

Authors uploaded the revised manuscript.

### 1.2. Reviewer 2

Reviewer:

Offer more detailed descriptions of the content and structure of the cognitive-behavioral and schema-based interventions to allow for replication in future studies.

Expand on the practical implications of the findings for educators, school psychologists, and policymakers in designing interventions to improve academic buoyancy.

Conduct thorough proofreading to address grammatical and typographical errors, ensuring the manuscript meets the high standards of academic publishing.

Authors uploaded the revised manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.