

Assessment of the Effectiveness of Mindfulness Training Based on Stress Reduction and Time Management Skills Training on Academic Emotions


Khadijeh. Niknam¹, Zabih. Pirani^{2*}, Firoozeh. Zanganeh²

¹ PhD Student in Counseling, Arak Branch, Islamic Azad University, Arak, Iran



² Assistant Professor, Department of Psychology, Arak Branch, Islamic Azad University, Arak, Iran

* Corresponding author email address: zabih.pirani@iau.ac.ir

Editor

Salahadin Lotfi¹
PhD in Cognitive Psychology & Neuroscience, UWM & Rogers Behavioral Health Verified, Lecturer at University of Wisconsin slotfi@uwm.edu

Reviewers

Reviewer 1: Sara Nejatifar 
Department of Psychology and Education of People with Special Needs, Faculty of Educational Sciences and Psychology, University of Isfahan, Isfahan, Iran.
Email: s.nejatifar@edu.ui.ac.ir
Reviewer 2: Kamdin. Parsakia 
Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: kamdinarsakia@kmanresce.ca

1. Round 1

1.1. Reviewer 1

Reviewer:

"Therefore, the current research seeks a factor that can create and enhance motivation to improve this reduction." This sentence is unclear and needs to specify what "reduction" refers to. Please revise for clarity.

While the mindfulness intervention is well detailed, the article should discuss the qualifications of the person administering the intervention and whether a licensed therapist or trained facilitator was involved in the sessions.

The training program overview is helpful, but it would benefit from including any adaptation or cultural considerations made for the population. Were any cultural or educational differences in time management accounted for?

The article states that the assumptions for ANOVA were met, but the specific test results (e.g., homogeneity of variance) are not provided in detail. It would be useful to include a table with the assumptions tested and their respective p-values.

The presentation of results is clear, but more detail could be provided regarding the interpretation of effect sizes (e.g., partial eta squared) for each significant finding to give a better understanding of the practical implications.

The effect sizes for some variables are not discussed in detail. For example, the eta squared for anger and anxiety are quite large. Please provide a deeper interpretation of these large effect sizes and what they mean in practical terms.

Bonferroni corrections were applied to multiple comparisons, but it is unclear whether this correction sufficiently controls for Type I error. Please discuss how the choice of Bonferroni correction compares to other methods like Holm-Bonferroni.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

Pekrun's (2006) and Linnenbrink & Pintrich's (2002) work on academic emotions is well summarized, but more recent literature on academic emotions post-2020 should be included to ensure the article reflects current research trends.

The sample selection method mentions "randomly assigned" students, but it is not clear whether any form of randomization technique (simple randomization or block randomization) was used. Please specify the exact randomization method for clarity and reproducibility.

The research mentions an "academic emotions questionnaire" but does not explain how it was validated for use with the target population. Please include details about the validation of the questionnaire for your specific population.

The explanation of Cronbach's alpha is good, but the test-retest reliability or inter-rater reliability of the measures should also be discussed to provide a more comprehensive view of the reliability of the instruments used.

The discussion mentions that mindfulness "increases positive emotions" and cites Asani et al. (2023). However, the mechanism by which mindfulness affects academic emotions is only briefly mentioned. Please elaborate more on the cognitive mechanisms underlying this effect.

The statement "time management helps students experience less anxiety" is well-supported by the findings, but it would be beneficial to include a discussion on how long-term adherence to time management practices could affect academic emotions.

The role of gender (all female participants) is a limitation in terms of generalizability. Please include a more detailed discussion on how this limitation affects the broader applicability of the results.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.