




Comparison of the Effectiveness of Schema Therapy and Acceptance and Commitment Therapy on Ambiguity Tolerance in Male High School Students

Samad. Moharrami^{1*}, Davoud. Hoseini Nasab², Marzieh. Alivandi Vafa³

¹ PhD student in psychology, Department of Psychology, Islamic Azad University, Tabriz branch, Iran

² Professor, Department of Psychology, Islamic Azad University, Tabriz branch, Iran

³ Assistant Professor, Department of Psychology, Islamic Azad University, Tabriz Branch, Iran

* Corresponding author email address: samadmoharrami30@gmail.com

Editor

Maryam Fatehizade^{id}
Professor of Counseling
Department, Faculty of Educational
Sciences and Psychology, Isfahan
University, Iran
m.fatehizade@edu.ui.ac.ir

Reviewers

Reviewer 1: Mohammadreza Zarbakhsh Bahri^{id}
Associate Professor, Department of Psychology, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran. Email: M.Zarbakhsh@Toniau.ac.ir
Reviewer 2: Seyed Ali Darbani^{id}
Assistant Professor, Department of Psychology and Counseling, South Tehran Branch, Islamic Azad University, Tehran, Iran.
Email: Ali.darbani@iau.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

The sentence "Adolescence is a period during which various aspects of an individual's mental health undergo significant changes" could be expanded to provide more specific examples of these changes. This would help in grounding the reader in the topic more effectively.

The explanation of the Multiple Stimulus Types Ambiguity Tolerance Scale (MSTAT-II) could include a brief rationale for why this particular scale was chosen over others. This would provide context and justify its use in the study.

The description of the schema therapy and ACT protocols is comprehensive. However, it would be helpful to include a summary table comparing the key components of each therapy to facilitate understanding of their differences.

The means and standard deviations are presented clearly. However, the table would be more informative if it included confidence intervals for the mean changes. This would provide additional insight into the reliability of the observed changes.

The section discussing the assumptions of MANCOVA (e.g., normality, homogeneity of variances) is thorough, but the specific test statistics and p-values for these assumptions are not provided. Including these details would enhance the rigor of the results section.

The results in Table 2 indicate a significant difference, but the practical significance (effect size) should be interpreted in more detail. Consider discussing what an effect size of 0.138 means in the context of clinical or educational practice.

The discussion begins by stating that schema therapy was more effective than ACT, but it would be beneficial to contextualize these findings within the broader literature. Are there similar studies with comparable findings, or are these results novel?

The explanation of why schema therapy might be more effective than ACT could be expanded. Consider discussing specific mechanisms of change that might explain the differential effectiveness observed.

The limitations section is appropriately critical, but it could be improved by discussing potential confounding variables that were not controlled for in the study. This would provide a more comprehensive critique of the study's internal validity.

The suggestions for future research are helpful, but they could be more specific. For instance, what specific qualitative methods or longitudinal designs would best address the limitations identified?

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The phrase "If difficulties arise during this transition, the adolescent's mental health can be significantly affected" needs more elaboration. Consider adding specific examples or potential consequences to illustrate the impact of these difficulties.

The sentence "Ambiguity tolerance can serve as a theoretical framework for examining risk-taking and reactions in various contexts" would benefit from citing specific studies that have utilized ambiguity tolerance in this manner. This would strengthen the argument and provide evidence for the claim.

The description of the sampling method ("purposively selected and randomly assigned") is somewhat unclear. It would be beneficial to detail the purposive criteria and how random assignment was ensured to enhance the transparency of the study design.

The conclusion reiterates the main findings but could be more impactful by highlighting the practical implications of these results for school counselors and other practitioners.

The abstract is concise, but it would benefit from including a brief mention of the effect sizes and practical implications of the findings. This would provide a more complete overview of the study's significance.

The reference list is comprehensive but should ensure all references are in the correct format as per the journal's guidelines. Additionally, double-check for any missing DOIs to enhance the accessibility of the cited works.

The tables are clear and informative, but including graphical representations (e.g., bar graphs or line charts) of the main findings could help in visualizing the data trends more effectively.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.