




# Examining the Effectiveness of Spirituality-Based Psychological Counseling on Fear of Failure in Female Junior High School Students

Soheila. Bahari<sup>1</sup>, Seyed Davoud. Hosseinasab<sup>2\*</sup>, Masoumeh. Azmodeh<sup>3</sup>


<sup>1</sup> PhD Student, Department of Psychology, Faculty of Humanities, Tabriz Branch, Islamic Azad University, Tabriz, Iran

<sup>2</sup> Professor, Department of Psychology, Faculty of Humanities, Tabriz Branch, Islamic Azad University, Tabriz, Iran



<sup>3</sup> Assistant Professor, Department of Psychology, Faculty of Humanities, Tabriz Branch, Islamic Azad University, Tabriz, Iran

\* Corresponding author email address: d.hosseinasab@iaut.ac.ir

## Editor

Thseen Nazir<sup>1</sup>  
Professor of Psychology and  
Counseling Department, Ibn Haldun  
University, Istanbul, Turkey  
thseen.nazir@ihu.edu.tr

## 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:

The introduction mentions that adolescence is a period of turmoil. Consider adding more recent sources or evidence to substantiate this claim, especially from studies in the last 5 years to enhance the relevance of the data (e.g., "Adolescence in girls is a period of turmoil...").

The phrase "fear of failure has different structures and meanings" is vague. Please clarify the specific dimensions or structures being referred to. Expanding on these dimensions will give readers more clarity about what is meant by this term in the study (e.g., "Since the fear of failure has different structures and meanings...").

The selection of 20 students from each school should be elaborated. Were there any inclusion or exclusion criteria for choosing these participants? Consider adding a section that clarifies this to ensure transparency in sample selection (e.g., "The research sample was randomly selected from two schools...").

The article states that the assumption of homogeneity of variance was met. However, it would be beneficial to include a brief discussion or reference about why Levene's test is appropriate in this context, as this adds robustness to the analysis (e.g., "Before testing the hypothesis... Levene's test was examined...").

While Table 2 presents multivariate analysis results, an explanation or interpretation of what a high effect size (e.g., 0.974 for Fear of Distress) means in a practical context should be added to enhance the readers' understanding of the significance of these findings (e.g., "Fear of Distress...  $F=1098.674$ ,  $P < .001$ ...").

The statement, "learners with high achievement motivation strive for success and expect it," lacks specific connection to your findings. Please explain how the results of your study align with this idea, making it clearer to the reader how your results support or challenge existing theories (e.g., "learners with high achievement motivation...").

Several studies are mentioned in the discussion (e.g., Ashrafi et al. 2014, Memari et al. 2016), but it would benefit the article to include more critical comparison. Discuss how your study's findings are similar to or differ from these studies, and why these differences might occur.

The contribution of your study to the broader literature on spirituality-based counseling is understated. Consider elaborating on how this study adds new insights to the field, particularly in an Iranian context (e.g., "Spirituality-based psychological counseling effectively reduces fear of failure...").

Authors uploaded the revised manuscript.

## 1.2. Reviewer 2

Reviewer:

You mention specific pressures such as "intense competitive atmosphere" and "inflexible teachers." Consider providing specific examples or referencing case studies that examine these factors within the Iranian education system or similar contexts (e.g., "the intense competitive atmosphere among learners, inflexible teachers...").

The spirituality-based counseling program was adopted from Galanter and Siegel. Did the program undergo cultural adaptations for the Iranian context? If so, please elaborate on these adaptations to demonstrate cultural relevance (e.g., "Spirituality therapy package by Galanter and Siegel was employed...").

The Fear of Failure in Performance Questionnaire by Conroy (2001) is used, but its cultural adaptation or validation for the Iranian student population is not mentioned. Include details on whether the questionnaire was validated for use in this specific cultural context (e.g., "The Fear of Failure in Performance Questionnaire by Conroy (2001)...").

In Table 1, descriptive scores are provided for both groups. It would be beneficial to clarify why the standard deviations in the control group are significantly larger than those in the experimental group, as this could affect the interpretation of the data (e.g., "Descriptive Scores of Pre-test and Post-test Components of Fear of Failure").

The article concludes by recommending that educational institutions incorporate spirituality-based counseling. However, more specific recommendations on how schools can integrate these findings into practical interventions would add value. Provide examples of how school counselors or educators can apply these methods.

Authors uploaded the revised manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.