Effectiveness of Psychodrama on Exam Anxiety in Students with Different Coping Styles

Samira. Memari[1], Mahsa. Jorjorzadeh Shoushtari[2*]

[1] Master Student of Clinical Psychology ،Ahv.C., Islamic Azad University, Ahvaz, Iran
[2] Department of Psychology ،Ahv.C., Islamic Azad University, Ahvaz, Iran

* Corresponding author email address: Mahsa.jorjorzadeh@Gmail.com

Editor	Reviewers
Trevor Archer Professor Department of Psychology University of Gothenburg, Sweden trevorcsarcher49@gmail.com	**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 claim would benefit from a more balanced tone. Consider stating "has been suggested as a promising intervention" unless stronger evidence is cited. Also, clarify whether evidence specifically supports its use for test anxiety.

This sentence groups together different disorders. Please provide a clearer differentiation between test anxiety and clinical disorders like depression to avoid overstating generalizability.

Consider including information about the qualifications and training of the psychodrama facilitator, as therapist competence can affect treatment outcomes.

Please mention whether assumptions for ANCOVA were tested beyond homogeneity (e.g., linearity, independence of covariates). While assumptions are mentioned later, summarizing them here would be clearer.

While detailed, this paragraph is too long and affects readability. Consider condensing or moving descriptive statistics on demographics to a table with highlights in the text.

The increase in test anxiety scores in students with problem-focused and avoidance coping styles in the experimental group is critical. You should briefly discuss why this may have occurred in the findings section before elaborating in the discussion.

The reported effect sizes (η^2 = 0.788 to 0.881) are very large. Consider including a statement regarding interpretation of these effect sizes (e.g., based on Cohen's guidelines) and whether such magnitudes are plausible in psychological interventions.

Authors uploaded the revised manuscript.

1.2.   Reviewer 2

Reviewer:

The assertion is compelling but needs a direct citation to support the claim specifically in relation to test anxiety. Consider integrating a source that directly links coping styles to exam-related stress.

This is an excellent point. Consider briefly introducing your research question here for better flow and logical transition to your objective.

Although the session details are extensive and informative, the paragraph is overly dense. For clarity, consider breaking it into smaller paragraphs based on themes or session groupings (e.g., trust building, emotional processing, cognitive reframing).

In the explanation of Bonferroni results, it would be helpful to clarify whether these comparisons were adjusted for multiple comparisons and how family-wise error was controlled.

While this finding is well-explained, consider referencing whether there is a theoretical basis for psychodrama's fit with emotion-focused coping styles (e.g., catharsis theory, emotional regulation models).

This is a key finding. Please strengthen this section by adding discussion of whether this is a temporary effect or potentially due to misalignment between the therapeutic method and cognitive style.

Authors uploaded the revised manuscript.

2.   Revised

Editor's decision after revisions: Accepted.
Editor in Chief's decision: Accepted.