




Comparison of the Effectiveness of Cognitive and Metacognitive Strategies Training and Mindfulness on Academic Self-Regulation Components in Female High School Students

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1. Round 1

1.1. Reviewer 1

Reviewer:

The phrase “Self-regulation is broadly understood as the capacity to monitor, control, and direct one’s cognitive, motivational, and behavioral processes...” is appropriate, but the authors should cite foundational theoretical frameworks (e.g., Zimmerman’s self-regulated learning model) to anchor the concept.

In “The sample size was determined using G*Power software...,” the effect size (0.25) is mentioned, but the rationale for choosing this effect size is not explained. The authors should justify whether this was based on prior studies or conventions.

The exclusion criterion “failure to respond to all questionnaire items” is unusually strict. Please clarify whether participants with minor missing data were excluded or whether imputation methods were considered.

The description includes “Students were guided in the use of elaboration techniques for both simple and complex materials...” This is informative, but a session-by-session breakdown (perhaps as an appendix or table) would improve transparency and replicability.

In the metacognition follow-up scores for the mindfulness group ($M = 31.20$, $SD = 2.73$), the value seems unusually high compared to pre- and post-test scores. Please verify whether this reflects true data or a potential reporting error.

The sentence “The durability of mindfulness training may be explained by its emphasis on cultivating habits of attention...” is plausible. However, the authors should consider alternative explanations, such as participant expectancy effects or differential engagement post-intervention.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The authors state, “At the intersection of these approaches lies an important research gap.” This is an excellent justification, but the gap should be quantified—how many comparative studies exist? A short mapping of prior comparative work would strengthen the novelty claim.

The sentence “Other Iranian studies have added valuable evidence...” lists multiple local studies. While this is useful, the argument feels descriptive. The authors should synthesize these studies into a clearer statement about what remains unresolved.

The description “totaling approximately 2,000 students” is vague. Please clarify whether this figure refers to all female students in District 13 or only to those in selected schools.

The reported degrees of freedom are inconsistent. For example, the notation “ $F(2, 609.452)$ ” is unconventional, as the denominator should be an integer. Please review and correct the statistical reporting format.

The section reports “ $p = .0005$.” Standard APA style requires reporting $p < .001$ rather than exact values when highly significant. The manuscript should standardize all p-value reporting accordingly.

The authors claim, “These findings not only confirm the importance of self-regulation interventions in adolescence but also highlight the nuanced ways in which different approaches exert their influence.” This could be deepened by linking to broader educational policy implications in Iran, not just psychological theory.

The statement “This observation is consistent with findings from Jafari and Bigdeli...” is correct, but the link between reduced procrastination and increased motivation could be explained in greater theoretical depth.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.