




The Effectiveness of Life Skills Training on Self-Handicapping among Students of Islamic Azad University, Shiraz Branch

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| E d i t o r | R e v i e w e r s |
|--|---|
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1. Round 1

1.1. Reviewer 1

Reviewer:

In the paragraph beginning “Self-handicapping refers to the intentional creation or perception of obstacles...”, the authors describe the concept but do not provide a clear theoretical gap that motivates the study. The introduction should explicitly identify what is unknown about life-skills training and self-handicapping among Iranian university students.

In “Several psychological models have explained the relationship between life skills and self-handicapping.”, the discussion integrates cognitive-behavioral and self-determination theory but omits Bandura’s self-efficacy theory and Lazarus’ stress-coping framework, both directly relevant to life skills. Their inclusion would strengthen the conceptual foundation.

The manuscript does not specify who delivered the training (e.g., certified psychologist, researcher, or assistant) or whether treatment fidelity checks were implemented. This information is crucial for replicability.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The sections beginning “Empirical research supports the efficacy of life skills training...” and “Studies on the effectiveness of life skills interventions in higher education...” overlap substantially. Condensing these two paragraphs into a unified synthesis will improve flow and prevent redundancy.

The concluding sentence “Therefore, the present study aims to examine...” should also articulate the hypothesis direction (i.e., life skills training will significantly reduce self-handicapping and its subcomponents) to align with APA reporting standards.

The paragraph beginning “Data were collected using the Self-Handicapping Questionnaire developed by Jones and Rhodewalt (1978)...” provides reliability coefficients but lacks evidence of construct validity for the current sample. Include Cronbach’s alpha values computed for this dataset to verify internal consistency.

The detailed paragraph “The life skills training protocol used in this study was developed by Klinke (1994)...” is comprehensive but overly procedural. Consider summarizing the 10 sessions in a tabular appendix to improve readability and reduce word count in the main text.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.