

# **Development and Validation of an Islamic Logotherapy Training Package and Determining Its Effectiveness on Religious Identity and Academic Self-Efficacy of Female First-Grade Secondary School Students**

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## **E d i t o r**

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## **R e v i e w e r s**

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## **1. Round 1**

### *1.1. Reviewer 1*

Reviewer:

In the Methods and Materials (first paragraph), the statement “seven volumes of the works of Ayatollah Safaei Haeri were analyzed” lacks sufficient methodological rigor regarding the qualitative protocol; the authors should specify coding procedures (e.g., open, axial, selective coding), provide examples of extracted themes, and clarify how theoretical saturation was determined to strengthen credibility and replicability .

In the same section, the phrase “categories were initially organized based on an existing framework and subsequently expanded inductively” is ambiguous; the manuscript must explicitly identify the initial framework (e.g., Franklian logotherapy constructs) and justify its adaptation within an Islamic epistemological context to avoid theoretical opacity .

In the Sampling description, the sentence “Using convenience sampling, 30 students with low scores... were selected” raises concerns about selection bias; the authors should justify the use of convenience sampling in relation to internal validity and discuss its implications for causal inference, especially given the quasi-experimental design .

In the Participant allocation sentence, “randomly assigned to experimental and control groups (n = 15 each)” lacks detail regarding the randomization procedure; the manuscript should specify whether simple randomization, block randomization, or another method was used, and whether allocation concealment was implemented .

In Table 2, the normality results (e.g., Shapiro–Wilk p-values) are interpreted as confirming normality, but some values (e.g., 0.06) are borderline; the authors should justify retaining parametric tests and possibly consider robustness checks .

In Table 3, the statement “62% of the variance in the dependent variables is attributable to group membership” appears to overgeneralize multivariate effect size; the authors should clarify that this refers to multivariate partial eta squared and avoid misinterpretation as total explained variance .

Authors uploaded the revised manuscript.

## 1.2. Reviewer 2

Reviewer:

In the Measures section, the description “multiple items designed to measure dimensions such as religious beliefs, emotional attachment...” is insufficiently precise; the authors should report the number of items, subscales, scoring range, and provide evidence of factorial validity for the Religious Identity Questionnaire .

In the Academic Self-Efficacy Questionnaire description, the manuscript states it “includes several items assessing students’ confidence,” but does not specify adaptation procedures for the Iranian adolescent population; cultural validation steps (translation, back-translation, pilot testing) should be reported to ensure measurement equivalence .

In the Intervention section, the sentence “The first session addressed the concept of human استعداد (potential and talent)” includes untranslated Persian terminology; all non-English terms should be either translated or formally defined to maintain linguistic consistency in an international journal .

In the same section, the detailed session descriptions lack a theoretical mapping; for example, the sentence “The third session explored the concept of existential emptiness” should be explicitly linked to Frankl’s “existential vacuum” construct and its Islamic reinterpretation to strengthen theoretical integration .

In the Data Analysis section, the statement “Assumptions of normality, homogeneity of variance-covariance matrices, and linearity were examined” is insufficient; the authors should report specific statistics (e.g., Box’s M test, Levene’s test) and their results to substantiate the appropriateness of MANCOVA .

In Table 1, the reported mean for academic self-efficacy at follow-up in the experimental group (“217.3”) appears inconsistent with earlier values (82.2 and 134.3), suggesting either a scaling issue or data entry error; the authors must verify and justify this substantial increase to ensure data integrity .

In the paragraph following Table 1, the sentence “the mean scores... were 82.2, 134.3, and 217.3” is reported descriptively but lacks inferential interpretation; the authors should contextualize these changes relative to effect size benchmarks and theoretical expectations .

Authors uploaded the revised manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.