Journal Website

Article history:
Received 10 February 2026
Revised 22 May 2026
Accepted 29 May 2026
Published online 10 September 2026

Journal of Adolescent and Youth Psychological Studies

Open peer-review report

E-ISSN: 2981-2526

Effectiveness of Mindfulness-Based Cognitive Therapy on Academic Performance and Academic Motivation in Adolescent Girls with Test Anxiety

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the introduction, the paragraph beginning with “Test anxiety is one of the common problems among students” describes the consequences of test anxiety but does not sufficiently explain the theoretical mechanisms through which test anxiety affects academic performance and academic motivation. The authors should strengthen the conceptual framework by discussing cognitive interference theory, attentional control theory, and self-regulation processes.

The paragraph stating “Anxiety is usually related to danger in the future” presents a general description of anxiety that appears more educational than scientific. This section should be supported by contemporary empirical and theoretical literature and should be linked more explicitly to test anxiety rather than anxiety in general.

The research question presented in the sentence “Therefore, the present study seeks to answer whether mindfulness-based cognitive therapy affects academic performance and academic motivation…” is not accompanied by clearly stated research hypotheses. Explicit and theoretically grounded hypotheses should be formulated and presented before the methods section.

In Table 3, the reported values appear inconsistent. The group effect is reported as F = 6.328 and p = .038, whereas the reported effect size (0.59) appears unusually large relative to the F statistic. The authors should verify the calculations and specify whether the reported value represents partial eta squared, observed power, or another index.

A similar issue is observed in Table 4. The reported F value (8.375), p value (.024), and effect size (0.623) appear mathematically inconsistent. The statistical analyses should be rechecked, and all effect-size calculations should be verified.

In discussing the first hypothesis, the paragraph beginning with "Mindfulness helps students accept anxiety rather than avoid or suppress it" offers a plausible explanation but lacks integration with established theoretical models of mindfulness, attentional regulation, metacognition, and emotional regulation. The discussion would be strengthened by a deeper theoretical interpretation.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

In the Methods section, the authors state that 200 students completed the test anxiety questionnaire and that 30 students with the highest scores were selected. However, no inclusion or exclusion criteria are provided. The manuscript should clearly specify age range, educational grade, anxiety cut-off scores, psychiatric history, medication use, and any other eligibility criteria.

The sentence "Participants were randomly assigned to the experimental and control groups" lacks methodological detail. The authors should explain the randomization procedure, including the method of allocation, whether allocation concealment was applied, and how random assignment was implemented.

The intervention is described only as "eight 90-minute sessions." This description is insufficient for replication purposes. A detailed table outlining session objectives, mindfulness exercises, cognitive techniques, homework assignments, and therapeutic procedures should be included.

The manuscript does not report whether treatment fidelity was assessed. It remains unclear whether the intervention followed a standardized mindfulness-based cognitive therapy protocol and whether therapist adherence was monitored throughout the study. This issue should be addressed.

In the section describing the Academic Performance Questionnaire, the authors state that construct validity was established through factor analysis. However, no psychometric evidence from the current sample is reported. Reliability and validity indices obtained from the present study should be provided.

Regarding the Academic Motivation Scale, the manuscript reports only the overall reliability coefficient. Because academic motivation is a multidimensional construct, the authors should clarify whether intrinsic motivation, extrinsic motivation, and amotivation dimensions were assessed separately and report their respective psychometric properties.

The description of the Test Anxiety Questionnaire is limited to a brief overview. Additional information regarding scoring procedures, cut-off values, interpretation of scores, and reliability coefficients in the current sample should be included.

In Table 1, descriptive statistics are presented for both groups across measurement occasions. However, confidence intervals are not reported. The inclusion of 95% confidence intervals would provide a clearer understanding of the precision of the estimated means.

Before conducting ANCOVA, several assumptions must be verified, including homogeneity of regression slopes, homogeneity of variance, linearity, and independence of observations. The manuscript reports only normality testing. The remaining assumptions should be examined and reported.

In Table 2, the results of the Shapiro–Wilk test are reported using the symbol z. The Shapiro–Wilk procedure typically reports the W statistic rather than a z value. The statistical reporting format should be revised and clarified.

Authors uploaded the revised manuscript.

JAYPS Adolescent and Youth Psychological Studies
E-ISSN: 2981-2526

2. Revised

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

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