







# Comparison of the Effectiveness of Reality Therapy and Acceptance and Commitment Therapy on Academic Procrastination in Female Students with Symptoms of Nomophobia

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E d i t o r	R e v i e w e r s
Eman Shenouda  Associate Professor, Department of Psychology, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran ens01@fayoum.edu.eg	<b>Reviewer 1:</b> Mohammadreza Zarbakhsh Bahri  Associate Professor (Department of Psychology, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran. Email: M.Zarbakhsh@Toniau.ac.ir <b>Reviewer 2:</b> Seyed Ali Darbani  Assistant Professor, Department of Psychology and Counseling, South Tehran Branch, Islamic Azad University, Tehran, Iran. Email: Ali.darbani@iau.ac.ir

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The sentence "Self-reports from students indicate a significant relationship between procrastination and nomophobia (Li et al., 2023)." should be expanded with more detail on the nature of the relationship (e.g., correlational strength, mediating variables) to strengthen its contextual relevance.

The research question is stated: "...whether ACT and Reality Therapy are effective in reducing academic procrastination..." However, the hypothesis should be explicitly formulated at the end of the introduction for clarity.

The therapy durations are inconsistent. ACT sessions are described as "eight fixed two-hour sessions," whereas Reality Therapy is conducted in "eight 45-minute sessions." This discrepancy must be addressed as it may affect comparative outcomes.

The sentence "The fourth session explains the concept of cognitive defusion..." could benefit from a brief example or metaphor used in that session to aid clarity and demonstrate clinical content.

The use of metaphors such as the "broken chair" and "backpack technique" is mentioned, but these are not defined or explained. Providing descriptions of these tools would aid replicability and comprehension.

The result " $F = 242.1$ ,  $p = 0.001$ " suggests a very large effect. Please report effect size metrics (e.g., partial eta squared) to contextualize the practical significance of this statistical finding.

Response: Revised and uploaded the manuscript.

## 1.2. Reviewer 2

Reviewer:

The authors mention "CBT interventions are primarily based on traditional therapeutic techniques such as cognitive restructuring..." without citing foundational CBT sources. Including key references (e.g., Beck or Ellis) would improve scholarly rigor.

The list of therapeutic processes in ACT could be more critically discussed rather than just enumerated. Consider briefly explaining how each component relates to procrastination behavior.

The sentence "...a significant difference in post-test scores between both experimental groups (ACT and Reality Therapy) and the control group..." mistakenly refers to the variable as "social adjustment." This should be corrected to "academic procrastination" for consistency.

The claim "...ACT may place more emphasis on accepting this dependency rather than altering it." oversimplifies the mechanism of ACT. Please cite relevant ACT literature to substantiate this interpretation.

The explanation of cultural alignment with Reality Therapy is thoughtful. However, it would be valuable to support this point with an empirical reference or cultural psychology literature.

Response: Revised and uploaded the manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.