

Examining the Effectiveness of Spirituality-Oriented Psychological Counseling on Test Anxiety Components and Problem-Solving Skills in Female Junior High School Students




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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 introduction, you discuss various stressors in adolescence (paragraph 3). It would be beneficial to explicitly connect these stressors to the need for spirituality-oriented counseling, clarifying the rationale for selecting this intervention method.

The description of the spirituality therapy sessions is thorough (paragraph 6, Methods and Materials), but it lacks detail on how the content was culturally adapted for the Iranian educational context. Adding this would strengthen the methodological rigor.

The reliability and validity data of the Spielberger Anxiety Inventory and the Problem Solving Inventory are provided (paragraph 3, Measures). However, consider explaining why these specific instruments were chosen over others in the context of Iranian adolescents.

The sustainability of counseling effects is discussed (Table 4). It might be helpful to explain any external factors that could have influenced the follow-up results, especially in an adolescent population.

The theoretical explanation for the observed reduction in test anxiety (paragraph 3, Discussion) could be expanded. Connecting your findings to specific psychological theories would provide a stronger foundation.

The impact of cultural factors on spirituality-oriented counseling is touched on briefly. It would be beneficial to discuss this in more depth, considering how cultural context influences both anxiety and problem-solving skills.

The limitations section mentions gender and sampling location (paragraph 5, Limitations & Suggestions). However, it does not address potential biases in self-reported measures. Consider discussing how these biases may have affected your findings.

Authors revised and uploaded the document.

1.2. Reviewer 2

Reviewer:

You mention the importance of spirituality in psychological well-being (paragraph 5). However, the literature review does not highlight the gap your study aims to address. Consider specifying how your research fills a specific gap in the existing body of work.

The explanation of test anxiety components (paragraph 6) could be clearer. The terms "worry" and "emotionality" are well defined, but consider briefly explaining why these dimensions are critical in an adolescent educational context.

You explain the sample selection (paragraph 2, Methods and Materials). Please justify why only female students were chosen and discuss any potential gender biases this might introduce.

You describe testing for assumptions such as homogeneity and normality (paragraph 7, Data Analysis). It would improve clarity to briefly discuss how any violations of these assumptions would affect your analysis.

The presentation of the multivariate analysis of variance results (Table 2) could be enhanced by briefly interpreting the main findings in-text, directly following the table for reader clarity.

You report significant effect sizes (paragraph 9, Results). However, please interpret these values in terms of their practical significance and implications for real-world application.

The discussion around mechanisms by which spirituality impacts anxiety and problem-solving skills (paragraph 4, Discussion) lacks detail. Elaborate on whether the effect is more psychological, physiological, or a combination of both.

The conclusion (paragraph 7, Conclusion) could be strengthened by outlining specific recommendations for educators or psychologists. How can they integrate spirituality-oriented counseling into existing school curricula?

Authors revised and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.