

# Effectiveness of Play-Based Intervention on Emotional Intelligence and Peer Interaction in Children


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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The statement “children are often exposed to conflicting emotional and social expectations...” would benefit from more specific statistical evidence or global data on the increasing prevalence of multicultural children in educational systems to contextualize the issue.

The final sentence, “The present study aims to evaluate the effectiveness...” could benefit from explicitly stating the two dependent variables (emotional intelligence and peer interaction) for clarity and to reinforce alignment with the abstract.

The EQ-i:YV is used, but the age range of participants includes 6-year-olds. Given that the inventory is validated for ages 7 to 18, the rationale for using it with 6-year-olds should be justified or supported by validation studies if applicable.

The sentence “Through role-play and drama games, children practiced expressing emotions...” would be more scientifically grounded if you added how facilitators assessed whether children’s expressions improved—was it observational or based on a scale?

The sentence “Data were analyzed using repeated measures analysis of variance (ANOVA)...” incorrectly refers to the dependent variables as “anhedonia and school participation,” likely a copy-paste error. Please correct to “emotional intelligence and peer interaction.”

The claim “structured play interventions can enhance children’s emotional and social competencies...” is well supported by findings, but consider elaborating on which subcomponents of emotional intelligence (e.g., empathy, regulation) improved the most, if data allow.

Authors revised and uploaded the document.

## 1.2. Reviewer 2

Reviewer:

The phrase “play-based interventions offer a promising strategy...” would be strengthened by citing meta-analytical findings or systematic reviews (if available) that quantify the effectiveness of such interventions.

The sentence “Emotional education through play could therefore not only improve psychological functioning but also modulate physiological stress responses...” makes an important claim. Consider specifying or citing the mechanism of how play-based programs influence biological markers such as cortisol.

The expression “peer interaction is equally essential to emotional development...” is conceptually strong but would benefit from theoretical grounding, such as citing Vygotsky’s social development theory or Bandura’s social learning theory.

The interpretation of results from Table 1 would benefit from explicitly commenting on the effect size—especially since  $\eta^2$  values are later presented. This would help readers gauge practical significance.

While testing assumptions is commendable, consider referencing why each test (Shapiro-Wilk, Mauchly, Levene) is appropriate and the consequences of violating each, especially for less statistically trained readers.

Authors revised and uploaded the document.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.