

# Impact of Psychoeducation on Anger Management and Emotional Awareness in Teenagers

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

In the Introduction, the paragraph beginning with “Adolescence is a crucial developmental period...” extensively cites existing literature but lacks a clear statement of the research gap. Consider adding a concise sentence at the end of this paragraph to explicitly define what previous studies have not addressed.

In the fourth paragraph of the Introduction, the statement “These findings underscore the adaptability and effectiveness of psychoeducational models...” would be strengthened by explaining what specific components of these models contribute to their effectiveness.

In the sixth paragraph of the Introduction, beginning “Beyond cognitive and behavioral gains...”, it is recommended to include a citation for the claim about improved academic performance, as it is an important outcome measure.

In the seventh paragraph of the Introduction, the article mentions “joint emotion regulation training for adolescents and their parents...” but does not clarify whether such an approach was considered or contrasted in the current study. A brief explanation here would improve contextual relevance.

In the Emotional Awareness subsection under Measures, the sentence “The EAQ has shown good internal consistency across subscales...” should include the Cronbach’s alpha values for the current sample to demonstrate instrument reliability in this study’s context.

In the Intervention section, the sentence “Each session lasted 90 minutes and was conducted weekly in a group setting...” should mention the group size and facilitator-to-participant ratio, as these are essential for evaluating fidelity and scalability.

In Session 4, which focuses on cognitive restructuring, there is no mention of how facilitators ensured comprehension of abstract cognitive concepts in adolescents. Consider adding clarification on age-appropriate instructional strategies used.

In the Discussion section, the authors state: “These results suggest that psychoeducation can be an effective strategy in promoting emotional competence...” without acknowledging any potential placebo or Hawthorne effects. Including such considerations would provide a more balanced interpretation.

In the paragraph beginning “Notably, the maintenance of improvements at five-month follow-up...”, the authors should discuss whether any booster sessions or continued supports were provided, as this information is crucial for interpreting sustained effects.

In the paragraph mentioning “digital tools and innovative formats...”, the sentence “Although the present intervention was delivered face-to-face...” could be expanded by discussing the feasibility or challenges of transitioning this intervention to an online format.

Authors uploaded the revised manuscript.

## 1.2. Reviewer 2

Reviewer:

In the second paragraph of the Introduction, the sentence “Anger, in particular, is an emotion frequently mismanaged during adolescence...” would benefit from additional references that demonstrate this claim across diverse populations to enhance generalizability.

In the Methods section under Participants, the phrase “recruited through school-based announcements...” lacks detail. Specify the type of schools (e.g., public or private, urban or rural) to improve transparency of the sampling context.

In the Inclusion Criteria paragraph, the article should clarify whether demographic variables such as socioeconomic status were controlled or monitored, as these factors could affect emotional awareness and anger regulation.

In the Anger Management subsection under Measures, while the psychometric properties of STAXI-2 are well-described, the cultural and linguistic adaptation process (if any) for use in Chinese adolescents is not addressed. This is critical for construct validity.

In Session 6, the sentence “Participants created personal anger management plans...” would benefit from more detail on how these plans were structured and whether they were followed up during or after the intervention.

In the Data Analysis section, the authors mention that assumptions of sphericity and normality were met but do not include the statistical values for Levene’s tests. These should be reported in a supplementary table or within the text for transparency.

In the Findings section, the demographics paragraph does not indicate whether there were statistically significant differences between the experimental and control groups at baseline, which is important for ensuring group equivalence.

In Table 1, the reported scores would benefit from the inclusion of confidence intervals or effect sizes for each comparison to enhance the interpretability of the descriptive statistics.

Authors uploaded the revised manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.