


Evaluating the Effectiveness of Identity Exploration Workshops on Self-Esteem and Emotional Maturity




Diana. Rodrigues da Silva¹, Adaeze. Okonkwo^{2*}, Grace. Mwangi³

¹ Insight - Piaget Research Center for Human and Ecological Development, Escola Higher de Education Jean Piaget, Almada, Portugal

² Department of General Psychology, University of Ibadan, Ibadan, Nigeria

³ Department of Educational Psychology, University of Nairobi, Nairobi, Kenya

* Corresponding author email address: adaeze.okonkwo@ui.edu.ng

E d i t o r	R e v i e w e r s
Anela Hasanagic  Full Professor, Department of Psychology, Faculty of Islamic Education, University of Zenica, Bosnia and Herzegovina anela.hasanagic@unze.ba	Reviewer 1: Mohammadreza Zarbakhsh Bahri  Associate Professor (Department of Psychology, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran. Email: M.Zarbakhsh@Toniau.ac.ir Reviewer 2: 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:

In the same paragraph, while citing Carabeo & Tado (2024) and Khorrami & Rezaei (2024), there is no critical synthesis. It would strengthen the argument to explain how these studies conceptually link self-esteem to both academic and social outcomes in adolescents.

In the Introduction, paragraph 3, the description of Hartono and Samosir's body-mapping workshops could benefit from clarification regarding the mechanisms through which embodied practices enhance self-esteem. A sentence elaborating on embodiment theory would improve theoretical integration.

The final paragraph of the Introduction begins, "Despite the growing body of evidence..." and ends with the sentence, "The present study addresses this gap..." This paragraph would benefit from explicitly articulating the research question and hypothesis, rather than implying it through narrative.

The Intervention section provides a rich description of the sessions. However, the theoretical grounding for session design (e.g., Erikson's identity development theory, Marcia's identity statuses) is not mentioned. Please include citations and brief theoretical justifications for the structure and goals of the sessions.

In the Session 4 description (“Roles and Social Identity”), the phrase “encouraged critical thinking about how external expectations can affect emotional maturity” is vague. Please elaborate on what theoretical framework was used to define and discuss ‘external expectations.’

In the Results section, the sentence “The Shapiro-Wilk test indicated normal distribution...” lacks clarity regarding how normality was assessed at the group level. Please specify whether this was checked separately for each group or overall.

In the Discussion, the sentence “The improvement in self-esteem observed in the experimental group aligns with a growing body of literature...” lacks direct theoretical interpretation. Please include identity theory or developmental psychology perspectives to enrich the interpretation.

The paragraph starting “In terms of emotional maturity...” draws on comparisons to Gestalt group counseling and communication training, but the link to the workshop’s specific emotional maturity components (e.g., self-regulation) is not well articulated. This could be strengthened with a deeper theoretical discussion.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

In the paragraph starting “In addition to enhancing self-esteem, emotional maturity has become a salient focus...,” the authors mention Sin and Kim (2022) and Mohammed et al. (2021), yet they do not explain how emotional maturity was measured or operationalized in those studies. Clarifying this would allow for a stronger methodological comparison with the present study.

In the Methods section under “Participants,” the inclusion criteria mention “moderate self-esteem scores” but do not specify the exact score range used to determine eligibility. Please clarify the cut-off scores from the RSES used in the screening process.

In the Measures section under “Self-Esteem,” the authors write, “The scale includes five positively worded items and five negatively worded items...” (paragraph 2), but do not report Cronbach’s alpha for this study. Internal consistency reliability should be reported for the sample.

Similarly, for the Emotional Maturity Scale (EMS), while it is stated that the tool has “strong internal consistency,” the actual reliability coefficient (e.g., Cronbach’s alpha) from the current sample is missing. Including this would strengthen the methodological rigor.

The data analysis paragraph mentions checking assumptions for ANOVA but omits effect size interpretation beyond partial eta squared. Including benchmarks for small, medium, and large effects (e.g., Cohen’s criteria) would enhance clarity.

In Table 1 and its preceding paragraph, the authors describe reductions in emotional maturity scores indicating improvement. However, this is counterintuitive and should be emphasized more clearly: the reader may misinterpret lower scores as negative outcomes.

Table 3 and the associated paragraph note non-significant differences between post-test and follow-up. However, the power of the study to detect such changes (given a small sample size) is not discussed. Consider adding a brief note on post-hoc power analysis or limitations regarding statistical power.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.