







Comparison of the Effectiveness of Group Cognitive Behavioral Hypnotherapy, Mindfulness-Based Cognitive Behavioral Stress Management, and Meaning Therapy Based on the Healthy Human Theory on Academic Engagement in Eleventh-Grade Students

Hassan. Tavakoli¹, Mahdi. Khorvash^{2*}, Hajar. Torkan¹

¹ Department of Psychology, Isf.C., Islamic Azad University, Isfahan, Iran

² Department of Psychology, Kho.C., Islamic Azad University, Khominishahr, Iran

* Corresponding author email address: khorvash@iau.ac.ir

E d i t o r	R e v i e w e r s
Ahmad Amani ¹  Associate Professor, Counseling Department, University of Kurdistan, Sanandaj, Iran a.amani@uok.ac.ir	Reviewer 1: Zahra Yousefi ¹  Assistant Professor, Department of Psychology, Khorasgan Branch, Islamic Azad University, Isfahan, Iran. Email: yousefi1393@khuif.ac.ir Reviewer 2: Mehdi Rostami ¹  Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: dr.mrostami@kmanresce.ca

1. Round 1

1.1. Reviewer 1

Reviewer:

Clarify your rationale for selecting a quasi-experimental rather than randomized controlled trial design. Please mention any practical constraints or ethical considerations that guided this choice.

The statement “participants were selected through convenience sampling and randomly assigned” is conflicting. Please explain exactly how random assignment was carried out and whether allocation concealment was maintained.

Spiritual intelligence is culturally sensitive and vaguely defined. Please operationalize this construct, describe the measurement tool (if any), and explain cultural adaptation for an Iranian adolescent sample.

The use of Fredricks’ scale is appropriate, but your Cronbach’s $\alpha = .86$ should be disaggregated by subscale (behavioral, cognitive, emotional). Please provide these values and justify the adequacy for each dimension.

You report violation of sphericity and use Greenhouse–Geisser correction. Please provide epsilon values and degrees of freedom before and after adjustment for transparency.

The partial η^2 values are impressively high ($>.60$). Please discuss potential ceiling effects or multicollinearity that may artificially inflate effect sizes.

You claim validation of school-based psychometrics; please include confirmatory factor analysis results you conducted (or a citation) to support construct validity in this sample.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

You state “physical and mental health checked by student health records.” Clarify the specific instruments or criteria used to assess mental health. Were any standardized screening tools applied?

You list mindfulness components but omit dose and fidelity monitoring. Please add details on assignment compliance, instructor training, and fidelity checks.

Could you provide an example excerpt of the hypnotic suggestions used in session materials? Offering an appendix or sample script would strengthen reproducibility.

The mean differences in follow-up comparisons are large. Please include confidence intervals for pairwise comparisons to provide effect-size precision.

You cite adult-based workplace literature (Eby et al., 2019). Please be cautious generalizing to adolescents; better to include school-based evidence or note this limitation.

You propose sequence of interventions (CBH/MBSR first, then MCT). Given the study design used parallel groups, this suggestion is speculative. Adjust wording to suggest future sequential designs rather than inferred sequence.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.