






The Effectiveness of Positive Psychology Intervention on Academic Well-Being, Academic Emotions, and Academic Vitality in Lower Secondary School Students in Tabriz

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E d i t o r	R e v i e w e r s
Ahmad Amani  Associate Professor, Counseling Department, University of Kurdistan, Sanandaj, Iran a.amani@uok.ac.ir	Reviewer 1: Zahra Yousefi  Assistant Professor, Department of Psychology, Khorasgan Branch, Islamic Azad University, Isfahan, Iran. Email: yousefi1393@khuif.ac.ir Reviewer 2: Mahdi Khanjani  Associate Professor, Department of Psychology, Allameh Tabataba'i University, Tehran, Iran. Email: khanjani_m@atu.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

This assertion would benefit from more recent or meta-analytic support. Consider integrating a newer synthesis or a systematic review to bolster this key claim.

This purposeful sampling method introduces selection bias. Please justify why the lowest scorers were selected rather than a random or stratified subset, and discuss implications for generalizability.

Some p-values reported (e.g., shame: $p = .000$) should be rounded appropriately (e.g., $p < .001$) in accordance with APA style. Please revise all p-value formatting for consistency.

Consider commenting on the potential limitations of applying findings from clinical or university populations to early adolescents.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

It would be beneficial to explicitly address how the intervention was culturally adapted for Iranian adolescents, especially since culture significantly influences emotional expression and educational motivation.

Please discuss why these two emotions might have been less responsive to the intervention, possibly due to underlying personality traits or contextual factors.

Please add more critical reflection here. For instance, could the effects be due to increased attention or the novelty of group interaction, rather than the PPI content itself?

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.