

The Effectiveness of Academic Buoyancy Training on Academic Burnout, Self-Destructive Behavior, and Thought Control Strategies in High School Students




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E d i t o r	R e v i e w e r s
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1. Round 1

1.1. Reviewer 1

Reviewer:

The statement, “Adolescents face numerous challenges, obstacles, and specific pressures in their academic life, including poor grades, high stress levels, threats to self-confidence due to performance, decreased motivation, and more,” could benefit from a citation to support these claims and provide stronger context for the reader.

The quote, “While these behaviors may provide short-term benefits such as happiness, pleasure, and increased self-confidence,” needs clarification. What specific mechanisms link these short-term benefits to long-term negative outcomes?

The phrase, “Participants were randomly assigned to two groups,” could be expanded by detailing the randomization process. Did you use a specific software or random number generator? How was allocation concealment maintained?

The criteria listed are comprehensive, but it is unclear how they were operationalized. For instance, how was “acceptable levels of mental health” objectively measured? Consider adding more specifics about the assessment tools used.

The explanation, “Cronbach’s alpha coefficient of 0.64,” should address how the reliability of this measure impacts the robustness of your findings. Was a sensitivity analysis performed to check for stability?

The intervention's outline is comprehensive but lacks a rationale for the duration and number of sessions. The statement, "12 two-hour sessions," could be enhanced by explaining how this structure was determined and if it aligns with previous research.

The assumptions of normality, homogeneity, and linearity are briefly mentioned. It would be helpful to expand on how these were specifically tested. For example, what criteria were used to confirm linearity?

Authors revised and uploaded the document.

1.2. Reviewer 2

Reviewer:

The discussion on academic burnout lacks a clear explanation of how emotional exhaustion, cynicism, and inefficacy interact. Consider elaborating on this relationship or providing a visual model for better understanding.

The explanation, "The statistical population of this study included all female high school students in the second grade in District 2 of Karaj city," should include more details about the representativeness of the sample. Discuss any potential sampling bias that may affect generalizability.

The timeline of "pretest, posttest, and follow-up" needs to be more explicit. How long after the intervention were the follow-up measurements taken, and why was this timeframe chosen?

The description, "Cronbach's alpha coefficients were 0.62 for procrastination and 0.69 for self-handicapping," raises questions about reliability. Generally, a Cronbach's alpha below 0.7 is considered low. Discuss the implications of this and any steps taken to account for this limitation.

The section mentions, "Cronbach's alpha coefficients for the three domains were 0.68, 0.71, and 0.74." Given the importance of reliability, consider discussing how these coefficients might affect the study's validity or suggest using additional or alternative scales.

The description in Session 3, "The role of motivational factors in academic success," could benefit from more details about the activities conducted to foster motivation. Providing an example or specifying the theoretical framework applied would strengthen this section.

The text states, "The mean scores in both pre-test and post-test stages do not show significant changes across the control and experimental groups." This contradicts the findings detailed in the discussion. Consider revising for clarity and consistency or explaining any nuances.

Authors revised and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.