




# Analysis of Academic Burnout Based on School Anxiety with the Mediating Role of Self-Directed Learning in High School Students

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E d i t o r	R e v i e w e r s
José Aparecido Da Silva  Full Professor, Department of Psychology, University of Sao Paulo, Ribeirao Preto, Sao Paulo, Brazil jadsilva@ffclrp.usp.br	<b>Reviewer 1:</b> Azade Abooei  Department of Counseling, Faculty of Humanities, University of Science and Art, Yazd, Iran. Email: a.abooei@tea.sau.ac.ir <b>Reviewer 2:</b> Abolghasem Khoshkanesh  Assistant Professor, Counseling Department, Shahid Beheshti University, Tehran, Iran. Email: akhoshkonesh@sbu.ac.ir

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

"Burnout is a state of mental and emotional exhaustion that results from chronic stress syndromes, such as role overload, pressure, time constraints..." — Consider expanding on how these stressors uniquely manifest in academic settings compared to occupational settings to provide more depth.

The description of the reliability and validity of the Academic Burnout Questionnaire could be made clearer. Explicitly state which population the reliability was calculated for and how it compares to the population in this study.

"Fisher et al. (2013) reported a reliability coefficient of 0.92..." — It would be helpful to specify whether this reliability coefficient applies to the original version of the questionnaire or the translated version used in this study.

The negative correlation between self-directed learning and school anxiety is noteworthy. Consider providing a brief theoretical explanation for why this relationship might exist.

"These findings align with the results of studies by Dehani and Nastizayi (2021)..." — It would be beneficial to discuss any conflicting findings in the literature to provide a balanced view.

The claim that academic achievement anxiety leads to academic burnout should be backed up with effect size or strength of the relationship from your findings to reinforce the argument.

Authors revised and uploaded the document.

## 1.2. Reviewer 2

Reviewer:

The description of school anxiety as "neurotic fear resulting from separation anxiety from the mother" appears overly generalized. Adding recent findings or alternative theoretical perspectives would strengthen this section.

When discussing cognitive emotion regulation strategies, consider clarifying the difference between transient and sustained strategies, perhaps with an example of each to improve comprehension.

"The sample size was estimated at 242 individuals using Cochran's formula..." — The sampling procedure should be justified with more detail on how the cluster sampling design minimized bias and improved representativeness.

Self-directed learning significantly mediates the relationship between school anxiety and academic burnout..." — Clarify whether this mediation was partial or full to enhance the precision of your findings.

"Self-directed learners... handle challenges and turn problems into challenges to be solved." — Consider specifying which aspects of self-directed learning (e.g., metacognitive strategies) are most influential in reducing academic burnout.

The explanation of school anxiety's impact on academic burnout is quite general. Including more recent or localized research findings would add depth and relevance.

Authors revised and uploaded the document.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.