


Mechanisms of Self-Concept Coherence in Late Adolescence Under Academic Pressure

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E d i t o r

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R e v i e w e r s

Reviewer 1: Azade Abooei
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1. Round 1

1.1. Reviewer 1

Reviewer:

In the paragraph starting “Academic stress arises from multiple sources...”, integrate more recent Brazilian or Latin American studies to avoid overreliance on Asian and European research (e.g., Högberg, 2024; Saini & Devi, 2022).

In the sentence “Understanding how late adolescents maintain or reconstruct self-concept coherence...”, clarify what specific theoretical gap your study addresses (e.g., absence of qualitative models of identity protection under Latin American academic stress).

In Measures (“Interviews were conducted face-to-face or via secure online video conferencing platforms...”), specify the platform(s) used and whether digital interviews showed any limitations (rapport, confidentiality issues).

Navigating Academic Pressure, the quote “It’s like my brain shuts down” is compelling; consider linking such quotes to analytic codes (e.g., avoidance, numbness) in a figure or table to show traceability.

Identity Negotiation and Self-Concept Alignment, specify whether new subthemes emerged late in coding or stabilized early, as this helps readers trust saturation claims.

Authors revised and uploaded the document.

1.2. Reviewer 2

Reviewer:

In the section beginning “Central to these challenges is the concept of self-concept...”, define explicitly what is meant by “coherence” vs. “clarity,” since these are sometimes distinct constructs in self-concept theory.

In the last paragraph of the Introduction (“The present study aims to explore and conceptualize the mechanisms...”), explain why qualitative thematic analysis was chosen over other qualitative methods (e.g., grounded theory, narrative analysis) and how it fits your research aim.

In Study Design and Participants, the phrase “Participants were selected through purposive sampling to ensure diversity...” could benefit from clear inclusion/exclusion criteria (e.g., how “significant academic pressure” was operationalized and verified).

In the Discussion (“Neurodevelopmental studies indicate that adolescence is a sensitive period...”), you cite Buritica et al., 2024 and Cruijsen et al., 2024. Consider discussing how these neurodevelopmental findings specifically inform interventions (e.g., timing of identity-focused counseling).

In the paragraph “Moreover, the study highlights the cultural dimension of academic identity...”, further elaborate how Brazil’s sociocultural expectations about mobility and family honor compare to the Asian contexts cited, to avoid overgeneralization.

In Finally, the study adds depth to existing models..., you argue educators should see coherence as “active.” Recommend explicitly how this could inform school-based interventions (e.g., mentoring programs or reflective workshops).

Authors revised and uploaded the document.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.