

Designing an Academic Failure Model Based on Fear of Failure and Academic Burnout with the Mediating Role of Mindfulness

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the introduction, paragraph 1, while you mention "significant implications for students' academic trajectories, psychological well-being, and long-term socioeconomic outcomes", there is no explicit statement about the lack of integrated models in existing literature—clarifying this gap would strengthen the rationale.

The paragraph beginning "Fear of failure is broadly conceptualized as a dispositional or situational tendency..." provides definitions, but it would be useful to also address cross-cultural variations in fear of failure, as your study is situated in Ardabil, Iran.

In Data Analysis, you mention checking "the Durbin–Watson statistic". Given that Durbin–Watson is less common in SEM contexts, a justification of its inclusion here would improve clarity.

In Table 2, the correlation between fear of failure and academic burnout is reported as 0.961, which is exceptionally high and suggests potential multicollinearity—this warrants further discussion in the results or limitations.

The model fit indices (RMSEA = 0.05, CFI = 0.97) are strong; however, it would be beneficial to report the chi-square value and its significance to allow complete evaluation of model fit.

In the discussion, you note "The COVID-19 pandemic and its aftereffects have further exacerbated these processes...". Since your data is from 2025, explain whether these pandemic effects are still directly influencing the sampled population.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

In the sentence "Factors contributing to burnout include high academic workload, inadequate instructional support, and limited autonomy", consider citing more recent regional studies to connect the phenomenon to the Iranian educational context.

The section "Mindfulness, defined as the capacity to attend to present-moment experiences...", while comprehensive, could benefit from a brief explanation of why mindfulness is hypothesized as a mediator rather than merely a protective factor.

The sentence "technological advancements and AI-based tools are reshaping study habits..." is insightful, but since this is peripheral to your model, you might streamline this part or directly link it to mindfulness, fear of failure, or burnout.

In Table 6, the indirect effect of academic burnout on academic failure via mindfulness is reported as 0.1280. Consider contextualizing this magnitude in terms of practical significance, not just statistical significance.

The discussion paragraph "The positive direct effects of fear of failure and academic burnout on academic failure observed here...", while thorough, could be strengthened by linking these findings to specific stressors faced by Iranian high school students.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.