The Impact of Anxiety Thoughts, Frustration Tolerance, and Learning Strategies on Test Anxiety Among Female High School Students

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1. Round 1

1.1. Reviewer 1

Reviewer:

The sentence "This may cause students, even those who are adequately prepared, to perform poorly in exams" should be supported with a citation to strengthen the claim. (Introduction, Paragraph 1)

While SEM was employed, details regarding how missing data were handled during analysis are absent. Add this information for transparency. (Data Analysis)

In Table 3, the path coefficient of -0.69 for learning strategies appears highly influential. Discuss this finding in greater detail, explaining why the effect is so pronounced. (Findings, Table 3)

The statement "Teaching frustration tolerance can effectively reduce test anxiety" should be supported by specific examples or references to practical interventions. (Discussion, Paragraph 2)

The limitation "small sample size" should be reframed, as 341 participants is substantial. The real limitation lies in the geographic or demographic specificity of Tonekabon. (Limitations, Paragraph 1)

Authors uploaded the revised manuscript.

1.2.   Reviewer 2

Reviewer:

The introduction lacks a clear definition of "frustration tolerance" specific to the educational setting. Adding a contextual definition would enhance reader understanding. (Introduction, Paragraph 3)

While the introduction mentions a "significant gap," it would be helpful to specify which studies fail to address the combined effects of the three variables discussed. (Introduction, Paragraph 6)

The explanation of the Wells Anxiety Thoughts Index (AnTI) would benefit from specifying how cultural adaptations were validated for use in the Iranian context. (Measures, Anxiety Thoughts)

Explain how the four subscales of the Frustration Discomfort Scale were analyzed separately or together in this study, as the results do not clarify their individual contributions. (Measures, Frustration Tolerance)

The discussion attributes reduced test anxiety to better "mastery over the material," but this needs specific examples of strategies assessed in the study. (Discussion, Paragraph 4)

The connection to Bandura's self-efficacy theory is relevant but superficial. Elaborate on how specific findings align with or deviate from this theoretical framework. (Discussion, Paragraph 5)

Authors uploaded the revised manuscript.

2.   Revised

Editor's decision after revisions: Accepted.
Editor in Chief's decision: Accepted.