

Homework Overload and Academic Apathy: The Mediating Role of Learned Fatigue


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1. Round 1

1.1. Reviewer 1

Reviewer:

The sentence “These findings align with broader models of academic stress...” would be strengthened by naming a specific model (e.g., Lazarus and Folkman’s transactional model) to ground the theoretical framework.

“Most prior research has focused either on university populations or on general emotional outcomes...” — this point is important but would be enhanced by listing at least two prominent university-focused studies to justify the research gap.

While the sample selection method is described as “multistage cluster sampling,” more detail is needed regarding how clusters were formed (e.g., schools, grades, geographic areas).

The sentence “The majority of participants (n = 162; 42.63%) were in grade 11...” would be more meaningful with a rationale explaining why grade distribution might influence the study variables (e.g., academic stress in higher grades).

The phrase “moderately high perception of academic burden...” should be substantiated by defining score interpretation ranges for the HOS (e.g., 0–36 = low, etc.).

The correlations are significant, but no confidence intervals are provided. Including 95% confidence intervals for r-values would enhance the precision and transparency of the results.

The KMO and Bartlett's test are mentioned, but the authors should clarify whether these were applied to individual instruments or a pooled factor structure across all items.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The term "learned fatigue" is introduced with a strong conceptual definition. However, a clear distinction from "burnout" or "chronic fatigue" is needed to avoid conceptual overlap. Consider a sentence such as: "Unlike burnout, which involves emotional exhaustion and depersonalization, learned fatigue refers specifically to conditioned motivational depletion...".

The citation of Simatupang & Margaretha (2023) regarding cyberloafing is relevant, but it may not directly support the mediation mechanism. Consider citing a study that specifically used mediation analysis for academic fatigue's indirect effects.

The sentence "Prolonged screen exposure, video conferencing, and rigid school schedules have been linked..." would benefit from statistical data or effect size estimates from the cited studies to quantify the impact.

The phrase "Prior to SEM analysis, the assumptions of multivariate normality..." is appropriate, but the authors should report skewness and kurtosis thresholds used to define "acceptable" values (e.g., ± 2.0 ?).

The direct effect from homework overload to academic apathy is reported as $p = .052$, which the authors describe as "approached significance." This is debatable; it would be more scientifically accurate to describe it as "marginally non-significant."

The sentence "This reinforces the importance of recognizing fatigue not merely as a transient state of tiredness..." is impactful but could benefit from specifying how learned fatigue differs functionally from transient fatigue (e.g., through time-course or resistance to recovery).

"Digital-era stressors" is an interesting concept. However, the manuscript would be enhanced by proposing how these could be measured independently in future studies (e.g., screen time logs, online task load inventories).

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.