


Investigating the Relationship Between Educational Stressors and Academic Motivation and Self-Worth in High School Students

Fatemeh. Roshanfekr¹, Samira. Pali^{2*}

¹ Department of Psychology, To.C., Islamic Azad University, Tonekabon, Iran

² Department of Educational Management, To.C., Islamic Azad University, Tonekabon, Iran

* Corresponding author email address: samira.pali@iau.ac.ir

E d i t o r	R e v i e w e r s
Sergii Boltivets ¹  Chief Researcher of the Department of Scientific Support of Social Formation of Youth. Mykhailo Drahomanov University, Ukraine sboltivets@ukr.net	Reviewer 1: Fahime Bahonar ¹  Department of counseling, Universty of Isfahan, Isfahan, Iran. Email: Fahime.bahonar@edu.ui.ac.ir Reviewer 2: Mahdi Khanjani ¹  Associate Professor, Department of Psychology, Allameh Tabataba'i University, Tehran, Iran. Email: khanjani_m@atu.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

The citation “Mulyadi et al., 2016” is used to assert the psychological needs of students, but the paragraph would benefit from clearly linking these needs (autonomy, competence, relatedness) to stress, motivation, and self-worth with brief elaboration.

The sentence, “Empirical evidence supports the detrimental impact of academic stress...” is strong but lacks specification of age groups. Since you later focus on high school students, please clarify if the cited studies are from similar age demographics to improve external validity.

The authors interpret correlation strength as “significant,” but no magnitude classification is offered. Consider labeling these correlations as “moderate” or “strong” using Cohen's conventions for transparency.

The narrative would benefit from including the R^2 value and 95% confidence intervals for each regression model. This would increase the robustness and clarity of statistical reporting.

The first paragraph strongly references theoretical models but does not clearly explain how the findings specifically support or challenge those theories. A deeper theoretical interpretation is encouraged.

The reciprocal relationship between motivation and self-worth is introduced, but the directionality cannot be tested due to the cross-sectional design. A disclaimer should be added to avoid causal interpretation.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The study is described as “descriptive-correlational,” but regression analysis is used to test predictive relationships. Consider referring to the design as “predictive correlational” or clarifying that inferential modeling was conducted.

While assumptions for linear regression are discussed, the normality of residuals should ideally be tested with statistical tests (e.g., Shapiro-Wilk), not just skewness/kurtosis. Please clarify the diagnostic method used.

The commentary on kurtosis (“slightly platykurtic”) could be complemented with thresholds for interpretation (e.g., ± 1), which would help readers unfamiliar with distributional norms.

The statement, “stressors interfere with cognitive and emotional resources...” could be enhanced by briefly linking this with working memory or executive function limitations under stress, drawing on cognitive theories.

The phrase “internalize failure and view themselves as inherently inadequate” is quite strong. Consider moderating the language or supporting it with a direct quote or quantitative reference to better ground the claim.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.