


Contextual Factors Contributing to Adaptive Coping in Adolescents Under Academic Stress


Farhana. Rahman¹, Thandiwe. Mokoena^{2*}

¹ Department of Psychology, University of Dhaka, Dhaka, Bangladesh


² School of Human and Community Development, University of the Witwatersrand, Johannesburg, South Africa

* Corresponding author email address: thandiwe.mokoena@wits.ac.za

Editor


Anela Hasanagic
Full Professor, Department of
Psychology, Faculty of Islamic
Education, University of Zenica,
Bosnia and Herzegovina
anela.hasanagic@unze.ba

Reviewers

Reviewer 1: Mahdi Khanjani

Associate Professor, Department of Psychology, Allameh Tabataba'i University,
Tehran, Iran.

Email: khanjani_m@atu.ac.ir

Reviewer 2: Sara Nejatifar

Department of Psychology and Education of People with Special Needs, Faculty of
Educational Sciences and Psychology, University of Isfahan, Isfahan, Iran.

Email: s.nejatifar@edu.ui.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

This section would benefit from referencing foundational coping frameworks such as Lazarus and Folkman's transactional model to anchor the conceptual definition more explicitly.

The discussion of resilience, emotional regulation, and coping strategies (paragraphs 4–6) tends to repeat concepts across multiple citations. Consider condensing overlapping theoretical explanations while emphasizing how your study's context fills a gap in prior cross-cultural findings.

The final paragraph begins with "Therefore, the present study aims...". To improve flow, insert a bridging sentence summarizing the preceding theoretical synthesis, showing how it directly leads to the research purpose.

This is an important insight; consider expanding this paragraph into a subtheme or connecting it to current debates on digital well-being and online learning resilience among adolescents.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

While this is accurate, the paragraph could be improved by integrating statistical prevalence data or recent meta-analytic findings to substantiate this claim with quantitative context.

This comparative framing is strong; however, it would benefit from briefly situating South Africa within or outside this cultural typology since the field site is in Gauteng, which may differ from Asian collectivist norms.

Clarify how the balance between inductive and deductive approaches was maintained. For instance, was a predefined framework (e.g., coping typologies) used during initial coding rounds?

The discussion effectively aligns with cited works but could be enhanced by explicitly integrating coping flexibility theory or ecological systems theory as overarching interpretive models, providing theoretical coherence.

Although the discussion references prior literature, it could further contextualize how South African school systems specifically shape institutional coping supports, perhaps referencing local educational policies or post-pandemic recovery programs.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.