

# Identifying Emotional and Behavioral Factors Affecting School Dropout Intentions

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| E d i t o r                                                                                                                                                                                                                                                                                 | R e v i e w e r s                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Izet Pehlić <br>Full professor for Educational sciences, Islamic pedagogical faculty of the University of Zenica, Bosnia and Herzegovina<br><a href="mailto:izet.pehlic@unze.ba">izet.pehlic@unze.ba</a> | <b>Reviewer 1:</b> Parvaneh Mohammadkhani <br>Professor, Department of Clinical Psychology, University of Rehabilitation Sciences and Social Health, Tehran, Iran. Email: <a href="mailto:Pa.mohammadkhani@uswr.ac.ir">Pa.mohammadkhani@uswr.ac.ir</a><br><b>Reviewer 2:</b> Mohammadreza Zarbakhsh Bahri <br>Associate Professor, Department of Psychology, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran. Email: <a href="mailto:M.Zarbakhsh@Toniau.ac.ir">M.Zarbakhsh@Toniau.ac.ir</a> |

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

In the Introduction, Paragraph 6 states, “relatively less attention has been directed to the emotional and behavioral factors underlying dropout intention among school-aged youth.” This claim needs empirical support or citations; otherwise, it risks overstating the novelty of the research.

Paragraphs 2–5 synthesize multiple domains (stress, psychological well-being, motivation, social integration), but the transitions are abrupt. The sentence “Another stream of research emphasizes motivational variables...” would benefit from a short conceptual bridge describing why the paper shifts from emotional to motivational models.

The manuscript repeats similar points regarding instructors’ mindset beliefs (Paragraphs 4 and 7). The sentence “students’ perceptions of instructors’ mindset beliefs...predict dropout intention” appears twice; consider consolidating this to avoid redundancy.

In the paragraph beginning “A second major theme highlighted the behavioral patterns...”, multiple examples repeat earlier codes (e.g., digital overuse, time-management). The analysis may be streamlined to avoid redundancy and enhance conceptual clarity.

Response: Revised and uploaded the manuscript.

## 1.2. Reviewer 2

Reviewer:

In Study Design and Participants, the phrase “participants...were considered at risk based on referrals from school counselors, psychologists, and social workers” lacks explanation of what criteria these professionals used to classify “risk,” which limits transparency of the sampling logic.

The participant demographics section shows a relatively even distribution across grades (Grades 9–12), yet no rationale is provided. A sentence such as “Participants represented diverse grade levels...” would benefit from explaining whether developmental differences were analytically considered.

In the Measures section, the sentence “An interview guide was developed based on existing literature...” would be strengthened by specifying whether the guide was piloted, how many questions it included, and examples of core interview prompts.

The Data Analysis section states “initial open coding was conducted to identify meaningful units...” but does not mention how many coders were involved, whether codes were cross-checked, or how discrepancies were resolved. This limits inter-coder reliability and credibility details.

In Table 1, the concept “online gaming addiction” is categorized under Risk-Taking Behaviors. Many contemporary frameworks treat digital addiction separately from risk behaviors. Consider repositioning this under Behavioral Dysregulation or justifying its placement.

The paragraph beginning “Participants described a wide range of emotional experiences...” heavily quotes student emotional states but does not sufficiently connect these narratives to psychological frameworks (e.g., stress appraisal theory). More interpretive analysis would strengthen this section.

Response: Revised and uploaded the manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.