

Presentation of a Mental Skills Model for General Science Students

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the statement, "Mental skills, as a fundamental component of human cognitive processes, play a crucial role in both daily life and academic success," additional recent studies on cognitive skills in educational settings should be referenced to support this claim.

The findings list "Creativity and Implementation" as a key dimension. However, the connection between creativity and mental skills is not well substantiated with direct quotes or examples from participants. Adding these would enhance credibility.

The results section could benefit from more direct participant quotes to illustrate key themes. For example, when discussing "students' ability to engage in logical reasoning," a supporting quote would make this point more compelling.

Authors revised the manuscript and uploaded the new document.

1.2. Reviewer 2

Reviewer:

The introduction could more clearly state what gap this study is addressing. The sentence "Given that general science students engage with a wide range of subjects, maintaining strong attention and focus is one of the key factors in their academic success (Chavez et al., 2022)," is useful but does not explicitly state the novelty of this study.

The research question at the end of the introduction is clear but could be strengthened by specifying how the study differs from previous work. For instance, does it introduce a new categorization, apply grounded theory in a novel way, or challenge existing assumptions?

Table 1 presents axial codes, but some terms overlap (e.g., "Critical and Analytical Thinking" vs. "Logical and Systematic Thinking"). Consider explaining how these were differentiated during coding.

The discussion lacks direct engagement with previous research. For instance, when stating, "These skills help students simplify complex information and present it in logical and conceptual formats," referencing specific cognitive load theory or critical thinking frameworks would add depth.

The discussion would benefit from elaborating on how universities could implement programs to enhance these skills. For example, what types of interventions (e.g., curriculum adjustments, workshops) would be most effective?

The study does not discuss any unexpected findings or potential contradictions. Were there any areas where students' perceptions of mental skills differed significantly? Addressing this would provide a more balanced analysis.

Authors revised the manuscript and uploaded the new document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.