# Comparison of the Effects of Help-Seeking Training and Self-Compassion Training on Social Competence, Achievement Motivation, and Academic Resilience

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E d i t o r

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R e v i e w e r s

**Reviewer 1:** Sara Nejatifar ⓘ
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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

"The academic achievement of students in any society indicates the success of the educational system in achieving its goals and addressing individual needs." - This sentence would benefit from the addition of specific metrics or examples of academic achievement indicators to clarify what constitutes success in the context of educational systems.

"Resilience means the ability to recover quickly from problems, obstacles, and depression." - Consider discussing the distinction between general resilience and academic resilience, including how each type specifically impacts students.

"Participants are introduced to the concept of help-seeking, its definition, and its significance." - Expand on the specific activities or materials used to introduce the concept of help-seeking to the participants.

"Participants are introduced to the fundamental principles of self-compassion and the overall therapy approach." - Provide details on the specific techniques or exercises used in this session to teach self-compassion principles.

"Before conducting the repeated measures ANOVA, the assumptions were checked using the M Box, Mauchly's sphericity, and Levene's tests." - Include the specific results of these tests (e.g., test statistics and p-values) to provide a complete picture of the assumption checks.

"The results indicate that the scores for social competence, achievement motivation, and academic resilience in the help-seeking training and self-compassion training groups are higher in the post-test phase than in the control group." - Discuss potential reasons for the differences observed between the two training groups and the control group.

Authors revised and uploaded the document.

### 1.2.    Reviewer 2

Reviewer:

"Social competence refers to possessing the knowledge, skills, and abilities that elevate an individual above the average social level." - Please provide a more detailed explanation or example of what specific skills and abilities are included under social competence.

"Achievement motivation is a critical factor influencing individuals' inclination toward studying and learning." - The definition of achievement motivation would be more comprehensive if it included specific theories or models that explain how it influences learning behaviors.

"The sample included 45 female high school students selected through purposive and convenient sampling." - Clarify the rationale behind choosing purposive and convenient sampling methods and discuss any potential biases these methods might introduce.

"The questionnaire designed for adolescents contains 47 items." - Include more details about the validation process of the Social Competence Questionnaire and any potential cultural adaptations for the study population.

"This questionnaire consists of 29 incomplete sentences with completion options provided." - Provide an example item from the Achievement Motivation Questionnaire to illustrate how the questions are structured.

"Developed by Martin and Marsh (2008), this questionnaire includes six items rated on a 5-point Likert scale." - Include a brief discussion on the psychometric properties of the Academic Resilience Questionnaire, such as reliability and validity scores.

"The findings indicate that both help-seeking training and self-compassion training effectively improved social competence, achievement motivation, and academic resilience." - Provide a comparison with previous studies to contextualize these findings within the existing body of research.

"Self-compassion training can significantly impact female students' social competence, achievement motivation, and academic resilience." - Suggest practical applications of self-compassion training in school settings and how educators might implement these findings.

Authors revised and uploaded the document.

## 2.    Revised

Editor's decision after revisions: Accepted.
Editor in Chief's decision: Accepted.