

# Journal of Adolescent and Youth Psychological Studies

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## Investigating the effect of cognitive-behavioral group counseling on the academic burnout of students

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### 1. Round 1

#### 1.1. Reviewer 1

Reviewer:

Provide a more comprehensive explanation of the cognitive-behavioral group counseling sessions, including the specific techniques and exercises employed, to allow for replication and application in similar educational settings.

Elaborate on the practical implications of the findings for educators, counselors, and policymakers, suggesting strategies for implementing cognitive-behavioral group counseling in educational settings.

Update the literature review to include recent studies on academic burnout and the effectiveness of cognitive-behavioral approaches, situating the study within the current research landscape.

Conduct thorough proofreading to correct any typographical or grammatical errors, ensuring the manuscript adheres to academic standards of clarity and professionalism.

Authors uploaded the revised manuscript.

#### 1.2. Reviewer 2

Reviewer:

Enhance the description of the sampling method and participant selection criteria to strengthen the study's methodological foundation and ensure the reliability of the findings.

Include a follow-up assessment to examine the sustainability of the intervention's effects on academic burnout over time, offering insights into the long-term benefits of cognitive-behavioral group counseling.

Expand the discussion to compare cognitive-behavioral group counseling with other types of interventions aimed at reducing academic burnout, providing a broader context for the study's findings.

Address the study's limitations more thoroughly, particularly in terms of sample size and the generalizability of the results to different educational contexts and populations.

Authors uploaded the revised manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.