




Comparing the Effectiveness of the Ability to Enjoy Educational Package with the PERMA Well-Being Educational Package and the Time Perspective Educational Package on the Academic Burnout of Adolescents

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1. Round 1

1.1. Reviewer 1

Reviewer:

Consider expanding on the unique challenges these students face and linking them to specific theoretical frameworks.

This definition could be enhanced by referencing contemporary studies on academic burnout to strengthen the conceptual framework.

Include a summary table for the sessions of each training package to improve clarity for the readers.

Suggest highlighting key trends in the text to guide the reader through the data.

Provide a brief justification for using Bonferroni's post-hoc test. Were other tests considered, and why was this method chosen?

The results suggest no significant effect of interventions on academic inefficiency. Discuss possible reasons for this outcome.

Include specific policy or institutional recommendations for implementation.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

Suggest clarifying how each element of the PERMA model connects to mitigating academic burnout, specifically for students with veteran parents.

Consider elaborating on how the time perspective framework aligns or contrasts with the other approaches used in the study.

The use of purposeful sampling may introduce bias. Provide justification for this choice or discuss its limitations.

Detail why this tool was selected and how it is validated for the study population.

The explanation of the PERMA model's effects on academic vitality could benefit from referencing additional empirical evidence.

Expand on why no significant differences were observed between the three interventions. Could this be due to shared underlying mechanisms?

Suggest elaborating on how spontaneity was measured or encouraged in the training sessions.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.