




The Impact of Help-Seeking Training and Self-Compassion Training on Academic Achievement Motivation

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1. Round 1

1.1. Reviewer 1

Reviewer:

Enhance the literature review to better situate the study within the existing body of research on academic achievement motivation, help-seeking behavior, and self-compassion.

Provide a more comprehensive description of the experimental design, including participant recruitment, randomization process, and the criteria for group assignment.

Elaborate on the content and structure of the help-seeking and self-compassion training programs. Detail the theoretical basis for each intervention and how it was expected to impact academic achievement motivation.

Extend the analysis section to include a more detailed statistical methodology and interpret the findings in the context of existing research. Discuss potential mechanisms through which the interventions influenced academic achievement motivation.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

Refine the research objectives and hypotheses for greater specificity and alignment with the study design and interventions.

Strengthen the section on methods and materials by detailing the intervention delivery, adherence checks, and any measures taken to mitigate experimental bias.

Enhance the description of the statistical analysis techniques employed. Consider including additional analyses to explore the interaction effects between the interventions and baseline levels of academic achievement motivation.

Deepen the discussion on the practical implications of the findings for educators, counselors, and policy-makers. Include suggestions for integrating the interventions into existing educational frameworks.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.