





The Role of School Life Quality in Predicting Adolescents' Learned Helplessness with the Mediating Role of Assertiveness

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1. Round 1

1.1. Reviewer 1

Reviewer:

Incorporate a wider range of studies to position your findings within the broader discourse on adolescent psychology and educational interventions.

Provide a more detailed account of the sampling strategy, data collection procedures, and ethical considerations, especially concerning the adolescent demographic.

Elaborate on the statistical analyses, discussing the choice of structural equation modeling and the implications of the findings in layman's terms to make the study accessible to a wider audience.

Dive deeper into the theoretical implications of your findings, linking them to existing theories on school environment impacts on adolescent psychological outcomes.

Detail practical recommendations for educational policymakers, school administrators, and mental health practitioners based on your findings.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

Further integrate your research within the existing theoretical frameworks addressing learned helplessness and assertiveness among adolescents, underscoring the novelty and necessity of your study.

Clarify your methodological choices, particularly in participant selection and the rationale behind the use of specific scales and measures, to enhance the study's reproducibility.

Offer a more nuanced discussion that not only situates your findings within the existing body of research but also critically evaluates the potential for intervention development.

More critically assess the limitations of your study, particularly in terms of sample diversity and the potential impact of cultural factors on the generalizability of your findings.

Provide clear directions for future research, suggesting specific areas where further investigation could enrich understanding or lead to the development of targeted interventions.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.