




The Mediating Role of Academic Engagement in the Relationship Between Goal Orientation, Academic Burnout, and Academic Procrastination

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1. Round 1

1.1. Reviewer 1

Reviewer:

The introduction does not provide a comprehensive background on early maladaptive schemas (EMS) and their relevance to adolescent marijuana use. Consider adding a detailed explanation of EMS and how they specifically relate to emotion regulation difficulties among adolescents.

The emotional and cognitive subscales of academic engagement need further explanation. How do these subscales specifically measure aspects of engagement relevant to your study?

The descriptive statistics table includes variables like "mastery-approach" and "performance-approach," but it lacks a clear explanation of what these scores represent. Provide definitions or score ranges for better clarity.

"In this study the assumptions of the absence of outliers normal distribution of variables multicollinearity and the correlation of research variables were examined and confirmed." Provide the specific statistical tests used to confirm these assumptions.

The critical ratios and significance levels are presented without context. Briefly explain the significance of these values in relation to your hypotheses.

The indirect effects of the independent variables on the dependent variables through academic engagement are significant. However, the theoretical implications of these findings are not discussed. Include a brief discussion here or in the discussion section.

The discussion should critically address the limitations of the study design, such as the use of convenience sampling and self-reported measures, which may introduce bias and affect the reliability of the findings.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

"Procrastination refers to delaying postponing or not completing a task (Steel 2007)." This definition could benefit from a more nuanced discussion on the different types of procrastination (e.g., decisional, avoidant) and how they manifest in academic contexts.

The sampling method used (convenience sampling) and its limitations should be explicitly discussed. This could affect the generalizability of the findings. Please address potential biases introduced by this sampling method.

The Solomon and Rothblum Academic Procrastination Questionnaire is briefly described. However, more detail on its psychometric properties (e.g., reliability and validity in the current sample) would enhance the section's rigor.

"In explaining this finding it can be said that students with a mastery-avoidance goal orientation strive to avoid failure and errors..." This explanation would benefit from citations to relevant literature that supports these claims.

The discussion on the relationship between performance-approach goal orientation and academic engagement is insightful. However, it would be stronger if integrated with more contemporary studies on achievement motivation and engagement.

The negative impact of academic engagement on burnout is mentioned but not elaborated. Consider discussing potential mechanisms through which engagement mitigates burnout, supported by relevant studies.

The relationship between academic procrastination and engagement is discussed. However, the role of cognitive and emotional factors in this relationship is not addressed. Including this would provide a more comprehensive understanding.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.