




# Development of an Academic Well-being Model for Gifted Students: A Grounded Theory Study

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The statement "Academic well-being is one of the newest concepts in positive psychology..." requires a more precise definition of "newest." Please specify the time frame or key literature that has led to the emergence of this concept to strengthen the introduction.

The concept of "Parental Demands and Expectations" could benefit from a more nuanced discussion. Consider addressing potential cultural factors that may influence parental expectations and how these might differ in other educational contexts.

The finding that "Social Security" influences academic well-being is significant, but the explanation lacks depth. Please expand on how social security within the school environment is defined and measured in this context.

The term "Academic Self-Evaluation" is introduced without a clear operational definition. Consider defining this term more explicitly and discussing how it was assessed in the participants.

The statement "In recent years, the increasing trend of gifted students joining the group of underachieving or unsuccessful gifted students has been one of the most concerning..." would benefit from statistical data or references to support the claim of an increasing trend.

The discussion on the influence of the school context could be strengthened by comparing your findings with existing models of educational psychology. How do your findings align or diverge from established theories?

Authors uploaded the revised manuscript.

### 1.2. Reviewer 2

Reviewer:

The sentence "Gifted students, due to their perfectionistic tendencies, are exposed to a wide range of negative outcomes such as academic stress" would benefit from a reference to empirical studies or meta-analyses that support this claim. Including specific studies will bolster the argument.

The inclusion and exclusion criteria are mentioned but not justified. Please provide a rationale for why these specific criteria were chosen and how they ensure the reliability and validity of the study's findings.

The description of the three-stage coding process (open, axial, and selective coding) is somewhat general. Consider providing more detail on how codes were assigned and categorized, including examples of the coding process.

The discussion of "Educational Content and Competitive Environment" could be expanded by including more direct quotes from participants that illustrate the identified challenges. This would add depth to the findings.

The link between family environment and academic well-being is critical, but the discussion could be expanded to include potential interventions or support strategies that could mitigate the negative effects of high parental demands.

The role of peer relationships and teacher support is acknowledged but could be further elaborated. How do these social interactions specifically contribute to or detract from academic well-being in gifted students?

The discussion on "Personal Self-Evaluation" would benefit from a deeper exploration of the psychological theories that support this finding. Consider discussing how self-efficacy and self-esteem are developed in the context of gifted education.

Authors uploaded the revised manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.