Identifying Psychological and Contextual Factors Influencing Teenagers' Future Orientation

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1. Round 1

1.1. Reviewer 1

Reviewer:

The phrase "The ability of teenagers to envision and strive for a meaningful future has profound implications…" would benefit from more nuanced evidence. Consider briefly citing global statistics or meta-analytic findings on future orientation and adolescent outcomes to strengthen this foundational claim.

When discussing digital spaces and social media, the phrase "performative behaviors that reflect their hopes and anxieties" is compelling but ambiguous. Provide a concrete example or reference a specific behavioral trend (e.g., TikTok career content) to enhance clarity.

The authors write, "Psychological resilience—often strengthened through positive social relationships…" This relationship could benefit from clarification regarding whether resilience is an outcome or a moderator within the developmental process of future orientation.

The sentence "open-ended questions designed to elicit detailed responses about adolescents' future-related thoughts…" would benefit from a brief example of one or two key interview questions to enhance transparency.

The quote "I'm scared to even talk about my future. What if I disappoint my parents?" is powerful. Consider reflecting briefly on the potential cultural specificity of family honor or expectations in the Turkish context.

The dual nature of peer influence (supportive vs. comparative) is well discussed. However, the section would benefit from a brief distinction between in-person and online peer interactions, as both appear in the quotes but are not analytically separated.

In the statement "We need money now, not in ten years", the quote is poignant. Consider contextualizing this sentiment with brief references to Turkey's economic conditions or youth unemployment rates to enhance depth.

The quote "In our town, people think girls should get married early" introduces gender norms but is not analyzed further. Please expand on how traditional gender roles specifically shape or hinder future planning in girls.

The phrase "I used to think only about today…" effectively illustrates time perspective. You could further analyze whether this shift is developmental (age-related) or influenced by external supports (e.g., mentoring, counseling).

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

In the sentence "Teenagers who develop a clear and optimistic vision of their future are more likely to make responsible decisions…", clarify the causal relationship. Is it bidirectional? Does optimism lead to responsibility, or does responsible behavior reinforce optimism?

The list of contextual barriers (poverty, educational inequality) could be supported by a specific example or recent data from Turkey to anchor the study in its cultural context and reinforce relevance.

The statement "peer interactions are instrumental in adolescent development" is broad. Consider briefly specifying the type of peer influence—instrumental, emotional, or aspirational—and linking it with cited theory (e.g., social learning or identity development).

The phrase "transcends narrow academic definitions" may unintentionally imply a critique of existing research without clear justification. Consider rephrasing to acknowledge previous work while clarifying how your qualitative approach adds depth.

While theoretical saturation is claimed, the exact number of interviews conducted until this point is not explicitly stated. Please specify whether saturation was reached after all 23 interviews or earlier.

The sentence "Even if I fail a test, I know I can do better next time" suggests a growth mindset. Consider linking this explicitly to Carol Dweck's theory or elaborating on its developmental implications.

The paragraph beginning "The first major category, psychological drivers…" recaps the results well but lacks critical discussion. Consider theorizing how these drivers interact—e.g., how does emotional regulation moderate the link between ambition and fear of failure?

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.
Editor in Chief's decision: Accepted.