

## Social Anxiety and Academic Burnout as Predictors of School Avoidance Behavior

Lucas. Fernandes<sup>1</sup>, Bridget. Abalorio<sup>2\*</sup>, Juan Camilo. Ríos<sup>3</sup>

<sup>1</sup> Department of Psychology and Consulting, University of Brasília, Brasília, Brazil

<sup>2</sup> Department of Psychology, Peruvian University of Applied Sciences, Lima, Peru

<sup>3</sup> Department of Educational Sciences, Pontificia Universidad Javeriana, Bogotá, Colombia

\* Corresponding author email address: [bridget.abaloro@upc.edu.pe](mailto:bridget.abaloro@upc.edu.pe)

### Editor

### Reviewers

Ahmad Amani

Associate Professor, Counseling  
Department, University of  
Kurdistan, Sanandaj, Iran  
a.amani@uok.ac.ir

**Reviewer 1:** Sara Nejatifar 

Department of Psychology and Education of People with Special Needs, Faculty of  
Educational Sciences and Psychology, University of Isfahan, Isfahan, Iran.  
Email: [s.nejatifar@edu.ui.ac.ir](mailto:s.nejatifar@edu.ui.ac.ir)

**Reviewer 2:** Kamdin. Parsakia 

Department of Psychology and Counseling, KMAN Research Institute, Richmond  
Hill, Ontario, Canada. Email: [kamdinarsakia@kmanresce.ca](mailto:kamdinarsakia@kmanresce.ca)

### 1. Round 1

#### 1.1. Reviewer 1

Reviewer:

The sentence “Social anxiety, characterized by intense fear of social evaluation and embarrassment...” introduces the construct clearly, but the paragraph would benefit from a more explicit linkage between social anxiety and its mechanistic pathways to school avoidance (e.g., through avoidance conditioning or reinforcement theory).

The sentence “This study seeks to extend the existing body of knowledge...” is an appropriate segue, but the paragraph would benefit from a clearer articulation of the unique contribution of this study, particularly in a Latin American context.

In Table 2, the correlations are statistically significant, but a discussion of potential multicollinearity is absent. Although VIFs are reported later, reiterating this briefly here would enhance clarity.

While the regression model is robust, it would be helpful to also report standardized residuals or Cook’s distance to demonstrate that no outliers unduly influenced the results.

The sentence “offering a culturally specific perspective...” is a strength of the study. However, you could elaborate on how cultural context (e.g., Peruvian educational practices, family dynamics) may influence the predictors or manifestations of school avoidance.

Authors uploaded the revised manuscript.

### 1.2. *Reviewer 2*

Reviewer:

The citation “(Gao et al., 2024)” should be integrated more analytically. Consider specifying the sample and findings to better ground the claim: “students experiencing such imbalances reported higher levels of school disconnection and emotional fatigue...”

In the discussion of school climate (e.g., “...psychological capital mediates the impact...”), consider grounding this within an established framework such as Bronfenbrenner’s ecological systems theory to strengthen conceptual depth.

You cite “Novianty et al., 2023” regarding burnout in nursing students; however, your population is high school students. Please justify the extrapolation of findings or replace with age-appropriate evidence.

The phrase “students experiencing these symptoms may lack...” borders on causal language. Consider rephrasing to maintain consistency with the correlational nature of the study (e.g., “are likely to report” instead of “may lack”).

You mention “psychological capital mediate the relationship...” without testing a mediation model. Please clarify that these are proposed mechanisms based on prior research, not empirically tested in this study.

In the discussion of grit and resilience, consider acknowledging that these variables were not measured in the current study, to avoid potential overgeneralization.

Authors uploaded the revised manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.