



Identifying the Psychological and Social Determinants of Academic Resilience in Adolescents: A Qualitative Exploration

Diana. Rodrigues da Silva¹, Judith. Wanjiku^{2*}

¹ Insight - Piaget Research Center for Human and Ecological Development, Escola Higher de Education Jean Piaget, Almada, Portugal.



² Department of Clinical Psychology, Kenyatta University, Nairobi, Kenya

* Corresponding author email address: judith.wanjiku@ku.ac.ke

Editor

Trevor Archer¹
Professor Department of
Psychology University of
Gothenburg, Sweden
trevorcsarcher49@gmail.com

Reviewers

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
Reviewer 2: Kamdin. Parsakia 
Department of Psychology and Counseling, KMAN Research Institute, Richmond
Hill, Ontario, Canada. Email: kamdinarsakia@kmanresce.ca

1. Round 1

1.1. Reviewer 1

Reviewer:

The definition of academic resilience could be enriched by integrating more recent meta-analytical or systematic review evidence to strengthen the theoretical framing and align it with cutting-edge literature.

“This perspective aligns with the growing body of evidence suggesting that interventions... must address both psychological competencies and social systems.” – Consider citing specific intervention-based studies that empirically support this dual-focus claim.

While purposive sampling is justified, adding explicit criteria for “significant academic challenges” (e.g., GPA drop, absenteeism, exam failure) would enhance replicability.

The interview guide topics are briefly listed; consider providing at least one sample question from each domain to strengthen methodological transparency.

The description of coding is thorough, but it would be beneficial to clarify how intercoder reliability or agreement was established, if applicable.

The open codes are informative; however, including representative participant quotations alongside subcategories in the table could enrich the qualitative depth.

The quote “Even when I fail a paper...” is illustrative. Still, the theme’s interpretation would be stronger if cross-linked with multiple participants’ narratives to show data saturation.

The sentence “...resilience is not a static personality trait but a dynamic process...” could be strengthened by linking it to a specific resilience model (e.g., socio-ecological, protective–promotive).

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The section on “self-efficacy” and “positive affect” reads descriptively; however, linking these directly to the resilience outcomes in diverse cultural contexts could improve theoretical transferability.

The sentence “School climate... influences students’ willingness to engage” would benefit from integrating operational definitions or measurement criteria of “school climate” used in resilience research.

The COVID-19 pandemic discussion is relevant, but the paragraph could be strengthened by providing specific Kenyan or regional data to contextualize the pandemic’s effect on local adolescents’ resilience.

The transition to the study purpose is clear, but adding a specific statement of research questions would help clarify the investigative direction for the reader.

Mentorship subtheme: The statement “My teacher told me, ‘You have potential,’ and it changed how I saw myself” could be connected analytically to self-efficacy theory within the same paragraph for theoretical integration.

Consider clarifying whether these activities were self-initiated or school-facilitated, as this distinction could have programmatic implications.

The phrase “When my fees are paid on time...” could be expanded with examples of how economic instability concretely disrupts resilience-building processes.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.