




Hidden Grief, Visible Grades: Components of Academic Functioning after Friendship Loss in Adolescents

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E d i t o r	R e v i e w e r s
Anela Hasanagic  Full Professor, Department of Psychology, Faculty of Islamic Education, University of Zenica, Bosnia and Herzegovina anela.hasanagic@unze.ba	Reviewer 1: Mehdi Rostami  Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: dr.mrostami@kmanresce.ca Reviewer 2: Zahra Yousefi  Assistant Professor, Department of Psychology, Khorasgan Branch, Islamic Azad University, Isfahan, Iran. Email: yousefi1393@khuisf.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

In the introduction, the paragraph beginning “Friendship in adolescence is not merely a social connection but a developmental necessity” could be strengthened by situating friendship loss within bereavement or attachment theory, to anchor the study more firmly in established psychological frameworks.

Toward the end of the introduction, the sentence “Despite growing recognition of the importance of friendships in adolescence, the academic consequences of friendship loss remain understudied” is crucial. You could reinforce this by quantifying the scarcity of studies (e.g., “fewer than X peer-reviewed studies have directly examined friendship dissolution and academic outcomes”).

In the “Academic Consequences” section, the quote “I used to study to share achievements with her. Without her, I didn’t care anymore” is powerful. However, adding contrasting quotes from participants who overinvested in academics would better illustrate the heterogeneity of coping responses.

The thematic coding framework is comprehensive, but the open codes column is dense. Consider reformatting into bullet points or sub-tables for readability.

The discussion highlights Argentina as the study setting, but the cultural implications are not fully unpacked. How might friendship loss in Argentina differ from contexts with different peer cultures (e.g., East Asia, North America)?

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

In the opening section, you note that “the loss of a close friendship ... can disrupt emotional stability and compromise academic functioning.” It would be helpful to specify why Argentina was selected as the study site, as the cultural context is mentioned later but not justified upfront.

In the paragraph citing Harmelen et al. (2019, 2020), you discuss resilience and friendships. Consider explicitly contrasting resilience trajectories with maladaptive outcomes to better set up the study’s focus on both risks and growth.

In “Coping and Adjustment Strategies,” maladaptive coping (e.g., substance use, gaming) receives relatively brief treatment compared to adaptive strategies. Expanding this section would provide a more balanced perspective.

In the discussion, the paragraph “The findings also reinforce resilience perspectives by showing that while some adolescents were overwhelmed by sadness... others reported personal growth” would be enriched by linking explicitly to developmental theories of post-traumatic growth or identity formation.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.