

The Effect of Life Skills on Students' Deviant Behaviors with the Mediating Role of Psychological Capital


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1. Round 1

1.1. Reviewer 1

Reviewer:

The introduction begins: "Adolescence is widely regarded as a critical period for psychological, emotional, and behavioral development...". While comprehensive, it would benefit from including global prevalence data on adolescent deviant behaviors to underscore urgency.

The final paragraph of the introduction ends with: "Building on this evidence, the present study investigates..." but does not clearly articulate the knowledge gap. Explicitly state what has not been examined before (e.g., "Few studies have examined psychological capital as a mediator in the link between life skills and deviant behaviors in school populations").

In the discussion, you write: "These findings highlight the complementary role of life skills and psychological capital as protective factors that can reduce the tendency toward deviant behaviors during adolescence." Please temper this statement by noting that causality cannot be inferred due to the cross-sectional design.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

In paragraph 1, the citation of Richard Jessor and Shirley Jessor (1977) is accurate, but you should elaborate on the “problem behavior theory” more explicitly by describing its three systems (personality, perceived environment, and behavior) to strengthen the conceptual grounding.

Paragraph 5 states: “Life skills and psychological capital appear to be interrelated constructs that jointly shape adolescents’ behavioral trajectories”. This is an important theoretical claim. Please expand on the mechanism (e.g., how life skills foster self-efficacy which in turn contributes to psychological capital) and cite empirical studies supporting this pathway.

While you mention Cronbach’s alpha, you do not report the alpha values for each instrument or subscale. Add these values to strengthen the psychometric evidence.

The demographic data are embedded in text: “217 girls (51.56%) and 167 boys (49.43%)...”. Consider presenting this demographic information in a separate table (Table 0) for clarity.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.