

# Comparison of the Effectiveness of Psychological Capital Training, Adolescent-Centered Mindfulness, and Healthy Human Theory Educational Packages on Frustration Tolerance and Hope among Female Upper Secondary School Students

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The sentence “Adolescence represents a critical developmental stage characterized by heightened emotional reactivity...” would benefit from the inclusion of a brief theoretical framework reference (e.g., developmental psychopathology or self-regulation theory) to strengthen the conceptual foundation of the opening paragraph. At present, the paragraph is largely descriptive.

In the statement “Closely related to frustration tolerance is the construct of hope...”, the authors introduce Snyder’s model but do not clearly articulate the functional relationship between agency/pathways thinking and frustration tolerance. Please add a short mechanistic explanation clarifying how these constructs interact.

The claim “few studies have directly compared their relative impact...” requires further substantiation. Please either provide supporting references or moderate the strength of this assertion.

Assumption testing is reported later in the Results section. For clarity and transparency, these procedures should be summarized within the Data Analysis subsection.

Authors uploaded the revised manuscript.

### 1.2. Reviewer 2

Reviewer:

The sentence “The selection of the educational district was based on feasibility...” introduces potential selection bias. The authors should explicitly discuss how this decision may limit generalizability.

The description “three were assigned to the three experimental conditions...” is ambiguous regarding whether randomization occurred at the school level or student level. This distinction should be clarified, as it affects internal validity.

Several subscales display relatively low reliability coefficients. Please justify retaining these subscales and discuss the implications for measurement precision.

The manuscript reports strong psychometric properties but does not clarify whether cultural validation was conducted for the current population. This information is necessary.

Although the intervention description is detailed, the absence of explicit session objectives reduces replicability. Consider adding a concise table outlining session goals and core techniques.

In the description “Participants practiced mindful breathing...”, the approximate duration and frequency of home practice should be specified.

The term “moral-spiritual growth” is theoretically important but conceptually vague. Please operationalize this construct and explain how it was addressed behaviorally during sessions.

Authors uploaded the revised manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.