




# Examining the Relationship Between Social Media Addiction and Academic Burnout with the Mediating Role of Social Anxiety and Loneliness Among Upper Secondary School Students

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

In Introduction Paragraph 1, the sentence “academic burnout can therefore be viewed as both an individual mental health risk and a systemic educational performance issue” is theoretically strong but lacks an explicit transition toward digital behavior variables. Consider adding a bridging sentence explaining why burnout research must now incorporate digital ecology variables.

In Introduction Paragraph 2, social media addiction is discussed extensively, yet operationalization is delayed until the methods section. The manuscript would benefit from an early clarification linking theoretical definition to the specific scale used later (Sahin, 2018).

The final sentence of the introduction clearly states the aim; however, consider specifying whether the study tests partial mediation, full mediation, or structural prediction to enhance methodological precision.

In Methods – Study Design and Participants, the phrase “multistage cluster random sampling based on Klein’s (2013) recommendation” requires further explanation. Please specify:

The statement “inclusion criteria included willingness to participate” is insufficient. Psychological research typically includes age range, absence of psychiatric diagnosis, or school enrollment verification. Please expand eligibility criteria.

Authors uploaded the revised manuscript.

### 1.2. Reviewer 2

Reviewer:

In Introduction Paragraph 3, multiple studies are cited regarding digital overuse and burnout, but the paragraph reads as sequential citation reporting rather than synthesis. Please explicitly identify common mechanisms (e.g., sleep disruption, attentional fragmentation) in a concluding synthesis sentence.

In Introduction Paragraph 4, the statement “Two psychological constructs—social anxiety and loneliness—have strong theoretical plausibility...” is appropriate; however, theoretical grounding could be strengthened by explicitly referencing mediation theory or resource-depletion frameworks explaining why these variables function as mediators rather than correlates.

In Introduction Paragraph 6, Iranian student evidence is mentioned, yet cultural characteristics influencing social anxiety or loneliness are not elaborated. Please clarify whether collectivist norms, educational pressure, or digital access patterns justify contextual relevance.

Although the introduction is comprehensive, the research gap remains implicit. Before the final aim statement, please add a paragraph explicitly stating what previous studies have not simultaneously tested (e.g., dual mediation within SEM among upper secondary students).

Authors uploaded the revised manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.