




The Relationship Between Maladaptive Perfectionism and Academic Burnout with Students' Mental Health: The Mediating Role of Spiritual Intelligence

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the paragraph beginning with “One of the most influential personality characteristics associated with psychological maladjustment is maladaptive perfectionism,” the authors appropriately distinguish adaptive and maladaptive perfectionism; however, the operationalization of maladaptive perfectionism in the study requires stronger conceptual justification. Specifically, the manuscript should explain why the dimensions of concern over mistakes, doubts about actions, parental criticism, and parental expectations were selected while other FMPS dimensions were excluded from the maladaptive construct. This omission weakens construct validity and may create ambiguity regarding the latent variable structure.

The literature review repeatedly cites studies conducted among medical students and graduate students, yet the current sample consists of high school adolescents. The manuscript would benefit from a more explicit developmental justification for generalizing findings from adult or university populations to adolescents aged 15–18. Adolescent cognitive-emotional

regulation capacities differ substantially from those of adult learners, and this developmental distinction should be acknowledged more rigorously.

The final paragraph of the Introduction appropriately identifies research gaps; however, the hypotheses of the study are not explicitly stated. Given that the manuscript employs structural equation modeling and mediation analysis, formal hypotheses should be clearly enumerated, including the expected directions of direct and indirect effects. The absence of explicit hypotheses reduces the precision of the research design.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The statement that “students with maladaptive perfectionism frequently perceive ordinary academic challenges as threats to self-worth” is theoretically important, yet the manuscript does not sufficiently explain whether self-worth contingency was directly or indirectly assessed. Since self-worth contingency is central to perfectionism literature, the authors should either incorporate relevant theoretical discussion or acknowledge that this mechanism was inferred rather than empirically measured in the present study.

The section discussing academic burnout correctly identifies emotional exhaustion, cynicism, and inefficacy; however, the manuscript does not clearly explain whether burnout is conceptualized as a multidimensional latent variable or whether subscales were analyzed independently. Since structural equation modeling was employed, readers require explicit information regarding whether burnout indicators were parcelled, averaged, or treated as latent indicators in AMOS. This methodological clarification is essential for replication and interpretability.

In the paragraph beginning “Recent research increasingly highlights the complex interaction between perfectionism and burnout,” the authors discuss emotional dysregulation and rumination as explanatory mechanisms, but these constructs are not integrated into the conceptual model. The discussion would be strengthened if the authors justified why spiritual intelligence was prioritized over more established mediators such as emotional regulation, coping flexibility, or self-compassion, especially given the extensive recent literature on these mechanisms.

The explanation of spiritual intelligence includes the sentence “individuals with higher spiritual intelligence are generally more capable of interpreting stressful experiences constructively.” While theoretically meaningful, the manuscript does not sufficiently address the conceptual overlap between spiritual intelligence, resilience, meaning-making, and mindfulness. A clearer delineation between these constructs is necessary because substantial conceptual redundancy may threaten discriminant validity within the model.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.