

# Impact of a Mental Toughness Intervention on Goal-Setting in University Students: A Randomized Controlled Study

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### R e v i e w e r s

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The study's sample size is relatively small (40 participants), and details regarding the demographic diversity of the sample are limited. Future studies could benefit from larger, more diverse samples to enhance generalizability.

While the control group did not receive any intervention, the study could be strengthened by engaging this group in alternative activities or providing a sham intervention to control for placebo effects.

The follow-up period is commendable for assessing the intervention's lasting impact. However, extending this period further could provide more insight into the long-term sustainability of the training's effects on goal-setting abilities.

The study relies on self-reported measures for assessing goal-setting capabilities. Incorporating objective or behavioral measures could enhance the validity of the findings and reduce potential bias associated with self-reports.

While the study demonstrates the effectiveness of mental toughness training on goal-setting, it could be enriched by a deeper exploration of the mechanisms underlying these improvements. For example, understanding how specific components of mental toughness (e.g., resilience, focus) directly influence goal-setting practices could offer valuable insights.

*1.2. Reviewer 2*

Reviewer:

Comparing the effectiveness of different mental toughness interventions or combining mental toughness training with other psychological or educational interventions could offer insights into optimizing support for university students.

Including qualitative feedback from participants regarding their experience with the training program could provide deeper insights into its perceived benefits, challenges, and areas for refinement.

Further research into the psychological mechanisms mediating the relationship between mental toughness training and goal-setting could enhance the theoretical understanding of these constructs and inform more targeted interventions.

Response: Revised and uploaded the manuscript.

**2. Revised**

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.