

# The Effectiveness of Time Perspective Training on Academic Burnout, Self-Defeating Behavior, and Thought Control Strategies in Upper Secondary School Students

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The concept of balanced time perspective is central to the study but is introduced only later. This construct should be clearly defined in the opening paragraph to establish the theoretical framework more coherently.

Academic burnout is discussed extensively before being formally defined. Introduce a concise operational definition prior to discussing its consequences.

Partial eta-squared values are reported only for group effects. Provide effect sizes for covariates as well.

You write “p < .05” while all reported values are p < .001. Please correct this imprecision.

The phrase “powerful and practically meaningful influence” is interpretive. Consider contextualizing effect sizes relative to comparable interventions.

Response: Revised and uploaded the manuscript.

**1.2. Reviewer 2**

Reviewer:

The list of self-defeating behaviors is presented descriptively. Clarify whether this taxonomy is theoretical, empirical, or instrument-based.

The manuscript states both “multi-stage cluster random sampling” and “purposive non-random sampling.” These approaches are conceptually inconsistent. Please clarify the actual sampling sequence.

The intervention is well described but no treatment-fidelity procedures are reported. Please specify how intervention consistency was ensured.

The control group shows identical pretest and posttest means across all variables, which is statistically unusual. This should be verified and explained.

You state that all assumptions were satisfied without reporting actual test statistics. Include these values, at least in an appendix.

Response: Revised and uploaded the manuscript.

**2. Revised**

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.