

Experiences of Academic Stress and Coping Mechanisms in High-Achieving Students

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1. Round 1

1.1. Reviewer 1

Reviewer:

The definition of academic stress should be expanded to include a more comprehensive view, including psychological and environmental factors.

Provide more detail on the semi-structured interview process to ensure transparency.

Explain the process of achieving theoretical saturation more clearly.

The discussion should compare findings more extensively with existing literature.

While the limitations section is thorough, it could discuss the potential impact of self-reporting bias more explicitly.

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer:

Ensure all statements are backed by relevant sources. For example, the claim "High-achieving students often internalize these expectations leading to increased self-imposed standards and stress" lacks a citation.

Clarify the criteria for "high-achieving students" to ensure reproducibility. The phrase "high GPA (above 3.8 on a 4.0 scale)" is clear, but additional details about extracurricular activities should be provided.

The demographic breakdown of participants could be more detailed.

The section on sources of academic stress mentions "self-imposed standards" but does not elaborate on how these standards are formed or influenced.

Response: Revised and uploaded the manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.