

Comparing the Effect of Traditional Educational Model and Game-Based Learning Approach on Self-Efficacy in Adolescent Boys

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E d i t o r	R e v i e w e r s
Leila Youzbashi  Department of sport science, Faculty of Humanities, University of Zanzan, Zanzan, Iran l.youzbashi@znu.ac.ir	Reviewer 1: Zahra Naghsh  Associate Professor, Department of Psychology, University of Tehran, Tehran, Iran. Email: z.naghsh@ut.ac.ir Reviewer 2: Yaghob Badriazarin  Associate Professor of Sport Sciences, Tabriz University, Tabriz, Iran. Email: badriazarin@tbzmed.ac.ir

1. Round 1

1.1 Reviewer 1

Date: 01 December 2024

Reviewer:

The introduction refers to social constructivism (line 43). It would be helpful to expand on how specific elements of the theory align with the GBL approach, enhancing conceptual clarity.

The introduction lacks a clear identification of research gaps. Consider adding a paragraph that outlines existing gaps and how the present study aims to address them.

The SEQ-C questionnaire is stated as reliable, but no specific reliability indices (e.g., Cronbach's alpha) for the current study are provided. Including this would strengthen the study's methodological rigor.

The study should mention whether any external factors, such as prior exposure to GBL methods, were controlled to ensure internal validity.

In Table 1, the mean values and standard deviations should include confidence intervals to provide a better understanding of data variability.

The study mentions sample size limitations but does not address potential biases introduced by the convenience sampling method or potential Hawthorne effects during GBL interventions.

Authors revised the manuscript and uploaded the updated document.

1.2 Reviewer 2

Date: 05 December 2024

Reviewer:

A brief operational definition of "self-efficacy" specific to the study's educational context would provide more clarity for readers unfamiliar with the term.

The description of the GBL intervention lacks specifics regarding the types of games used. Including examples or frameworks (e.g., digital vs. non-digital) could enhance replicability.

While ethical approval is mentioned, the process for obtaining informed consent from minors and parental consent should be more explicitly detailed.

Although assumptions for ANCOVA are briefly discussed, providing visual diagnostics (e.g., histograms or scatterplots) could enhance the robustness of the statistical analyses.

The demographic breakdown (age, handedness) is presented, but there is no discussion of how these variables might have influenced the results. A brief exploration would provide deeper insights.

The discussion primarily supports findings with existing studies but lacks a critical comparison of conflicting evidence or limitations in prior research.

Authors revised the manuscript and uploaded the updated document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.