

Determining the Mediating Role of Academic Self-Regulation in Predicting Academic Self-Handicapping of Lower Secondary School Students Based on Attachment to Parents, Peers, and Teachers

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1. Round 1

1.1. Reviewer 1

Reviewer:

The statement "adolescence is a transitional stage of physical and psychological development that occurs between childhood and adulthood (Kamarianos et al., 2020)" would benefit from a more recent and broader review of the literature on adolescence to contextualize the current study better.

The term "self-handicapping" should be clearly defined at its first mention. Adding a brief definition along with an example would make the concept more accessible to readers unfamiliar with the term.

The description of the Teacher as a Secure Base Scale should include more detail on how the validity was established. Mentioning the specific populations used in the validation studies would provide better context for its use in this study.

The reported internal consistency range of 0.28 to 0.70 for the Self-Handicapping Scale (Jones & Rhodewalt, 1982) is quite low. Discuss how this might affect the study's findings and consider whether a more reliable measure could be used.

The description of the Academic Self-Regulation Questionnaire should include a discussion of any cultural adaptations made for the Iranian context, given that it was originally developed by Bouffard et al. (1995).

The description of the statistical methods used (e.g., SEM, Pearson correlation) should be more detailed. Explain why these methods were chosen and how they specifically address the research questions.

The table presents means and standard deviations but lacks context. Including a brief narrative to highlight key findings or trends in the descriptive statistics would make this section more informative.

The correlation matrix includes many significant relationships. It would be helpful to add a brief discussion interpreting the most relevant correlations directly following the table.

When explaining the mediating role of academic self-regulation, include more detail on the theoretical framework. How does this finding fit within Bandura's social-cognitive theory?

Authors revised and uploaded the document.

1.2. Reviewer 2

Reviewer:

When discussing "Parent-child relationships," include more recent studies to support the claim that these relationships have been a focus for scholars and education specialists for years (e.g., referencing work post-2018).

The sampling method described as "convenience sampling" needs more justification. Explain why this method was chosen and discuss any limitations it may introduce to the study's generalizability.

In the description of the Inventory of Parent and Peer Attachment, the specific reliability and validity scores reported by Jokar and Salimi (2012) should be supplemented with more recent validation studies, if available.

The paragraph discussing the multiple regression results lacks detail on the practical significance of the findings. Provide examples of what a significant predictor means in the context of the study (e.g., how attachment to parents impacts self-handicapping behaviors).

The indices for model fit are reported but not interpreted. Add a sentence or two explaining what each index means and why the reported values indicate a good fit.

The discussion of findings should include more detailed comparisons with previous research. Specifically, address any studies that found contradictory results and offer possible explanations for these differences.

Authors revised and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.