

Explaining the Creativity Model of Students Based on the Perception of Competence with the Role of Perfectionism

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1. Round 1

1.1. Reviewer 1

Reviewer:

The manuscript is generally well-structured, with a logical flow from introduction to methods, results, and conclusion. However, there are areas where the narrative can be made more cohesive, particularly in the transition between the literature review and the research hypotheses. Clarifying how the hypotheses directly emerge from the reviewed literature would strengthen the manuscript's argumentative structure.

The review provides a solid foundation for the study, but it could be enhanced by including more recent studies that investigate the relationship between perceived competence, perfectionism, and creativity. Given the rapid development in the field, incorporating studies published in the last two to three years could offer a more current context.

The methodology section is detailed, offering a clear overview of the study's design, sampling method, and analytical approach. However, further justification for the choice of measurement instruments, especially the creativity scale, would be beneficial. Discussing the scale's relevance to the study's specific context (architecture students) could address this.

The results are presented in a clear and organized manner, but the manuscript could benefit from a more detailed discussion on the practical implications of the findings. Specifically, how can educators and program designers use this information to enhance creativity among architecture students?

While the limitations section acknowledges the study's scope and methodological boundaries, further discussion on how these limitations could affect the interpretation of the results would be valuable. Additionally, proposing specific future research directions that address these limitations would make this section more impactful.

The references are comprehensive, but ensuring all citations are up-to-date and checking for any recent publications that could strengthen the manuscript's theoretical foundation is recommended.

Authors revised and uploaded the document.

1.2. Reviewer 2

Reviewer:

The theoretical foundation of the study is well-established, but it would benefit from a more critical examination of the concepts of creativity, perceived competence, and perfectionism, particularly in the context of architecture education. Expanding the discussion on how these constructs are uniquely manifested and measured in this field would significantly enhance the manuscript's relevance and depth.

The sampling strategy and the analytical methods are adequately described, but the study would benefit from a more detailed justification of the sample size and its representativeness. Additionally, considering the complexity of the constructs being measured, employing a mixed-methods approach that includes qualitative data could provide richer insights into the mechanisms underlying the relationships among the variables.

The discussion section would benefit from a deeper analysis of how the findings contribute to existing theories of creativity and educational psychology, especially in the context of higher education in architecture. Comparing the study's outcomes with those of similar studies in different contexts or educational disciplines could offer valuable insights into the universality or specificity of the findings.

Authors revised and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.