

Presentation of a Causal Model of Academic Engagement Based on School Climate, Epistemological Beliefs, and Problem-Solving Styles with the Mediating Role of Academic Self-Efficacy

Faezeh. Akbari¹, Maryam. Zarnaghash^{2*}, Nadereh. Sohrabi³, Majid. Barzegar²


¹ PhD Student, Department of Psychology, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran

² Assistant Professor, Department of Psychology, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran


³ Associate Professor, Department of Psychology, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran

* Corresponding author email address: Mzarnaghash@miau.ac.ir

Editor

Hamid Reza Aghamohammadian
Sharbaf
Professor of Psychology
Department, Ferdowsi University,
Mashhad, Iran
aghamohammadian@um.ac.ir

Reviewers

Reviewer 1: Taher Tizdast
Assistant Professor, Department of Psychology, Tonekabon Branch, Islamic Azad
University, Tonekabon, Iran. Email: taheer.tizdast@toniau.ac.ir
Reviewer 2: Stephen C. L. Lau
Professor (Assistant) at Washington University in St. Louis, United States.
Email: lauc@wustl.edu

1. Round 1

1.1. Reviewer 1

Reviewer:

The statement "Success during this period can potentially guarantee their success in later stages of life" could benefit from a citation or clarification, as it appears overly deterministic.

The statement "Participants were free to withdraw from the study at any time" could include information on how consent was operationalized, such as whether verbal or written consent was obtained.

Clarify the validity testing of the Academic Engagement Questionnaire (e.g., "the content, face, and criterion validity were deemed appropriate"). How were these determined, and what evidence supports this claim?

The description of the Schommer questionnaire notes "factor analysis suggested a two-factor solution" but does not explain how this relates to the original five dimensions. Resolve this discrepancy or provide additional context.

The table does not clarify the strength of correlations (e.g., high, moderate, or low). A brief interpretation of these correlations in the text would aid comprehension.

The reported indices (e.g., GFI = 0.717) barely meet the threshold of acceptability. Discuss how these borderline values might influence interpretation or suggest alternative models.

For the indirect effect of non-constructive problem-solving styles, the standardized regression coefficient (0.116) is significant but small. Discuss whether this practical significance is meaningful.

The statement "A positive perception of the educational environment leads to individuals gaining more self-awareness and a more positive attitude" requires evidence or a supporting citation.

Authors revised and uploaded the document.

1.2. Reviewer 2

Reviewer:

The claim "Academic engagement is a six-factor construct" lacks detailed definition of these factors. Provide concise descriptions or examples to ground the reader.

The explanation of school climate as a variable could be enriched by explicitly mentioning its measurement dimensions (e.g., social atmosphere, cultural influence) to provide clarity.

The description of sample selection ("20 schools (10 boys' schools and 10 girls' schools) were randomly selected") would benefit from justification of gender equality and discussion of its potential influence on the findings.

The assertion that students with high epistemological beliefs engage more due to "higher-order cognitive strategies" could explore how these strategies mediate the relationship.

The claim "Constructive problem-solving style does not have an indirect effect on academic engagement" contrasts with theoretical expectations. Suggest explanations or limitations that might justify this anomaly.

Authors revised and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.