




## Academic Control, Resilience, and Self-Directed Learning: A Cross-Sectional Study


Badhon. Ahmmed<sup>1\*</sup>, Aman Ullah. Chaudhary<sup>1</sup>, Sharmin Nasrin<sup>2</sup>

<sup>1</sup> Department of Psychology, Haripur University, Islamabad, Pakistan

<sup>2</sup> Department of Educational and Counselling Psychology, University of Dhaka, Dhaka-1000, Bangladesh


\* Corresponding author email address: badhonahmmed@uoh.edu.pk

### E d i t o r

Dilek Soylu

Center for Psychotherapy,  
Ibn Haldun University, Istanbul,  
Türkiye  
dileksoylu@ihu.edu.tr

### R e v i e w e r s

**Reviewer 1:** Yuantao Song

Department of Medical Statistics, School of Public Health & Center for Health Information Research & Sun Yat-sen Global Health Institute, Sun Yat-sen University, Guangzhou, China. Email: [yuantaosong@mail.sysu.edu.cn](mailto:yuantaosong@mail.sysu.edu.cn)

**Reviewer 2:** Netty Herawati

Program Study of Psychology, University of Trunojoyo Madura, East Java, Indonesia. Email: [herawati.netty9@gmail.com](mailto:herawati.netty9@gmail.com)

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The introduction mentions "the shift towards more autonomous learning environments" (Hwang & Oh, 2021; Li et al., 2023; Li et al., 2022; Loeng, 2020). Please elaborate on the specific changes in educational policies or technologies that have facilitated this shift. Including examples would strengthen this point.

The article mentions checking assumptions for Pearson correlation and linear regression. Detail the specific statistical tests used for these checks (e.g., Shapiro-Wilk test for normality) and their outcomes.

The demographic breakdown of participants is thorough. However, discuss how these demographics might influence the study's outcomes. For instance, are there differences in SDL, perceived academic control, and resilience across age groups or academic standing?

The Pearson correlation coefficients are presented, but their interpretation is limited. Provide a more in-depth discussion on the practical significance of these correlations, beyond statistical significance.

The regression analysis shows that perceived academic control and academic resilience explain 38% of the variance in SDL. Discuss the potential factors that account for the remaining 62%, suggesting future research directions to explore these.

The correlation between perceived academic control and SDL is highlighted. Discuss potential mechanisms or mediators that might explain this relationship, such as motivational strategies or self-regulation skills.

The relationship between academic resilience and SDL is significant. Provide specific examples or case studies that illustrate how resilience can enhance SDL in practical educational settings.

The article suggests that increasing perceived academic control and resilience can enhance SDL. Recommend specific educational interventions or programs that have been shown to be effective in boosting these attributes.

Authors revised the manuscript and uploaded the document.

## 1.2. Reviewer 2

Reviewer:

The relationship between perceived academic control and academic resilience is noted, but the discussion lacks depth. Provide more detailed explanations or examples of how perceived academic control specifically enhances resilience, referencing Perry et al. (2001).

The impact of the COVID-19 pandemic on self-directed learning is discussed briefly. Consider expanding on this by including recent studies that highlight both positive and negative outcomes of remote learning on SDL, resilience, and academic control (e.g., Astutik & Firdana, 2023).

The sampling method is described as convenience sampling. Address potential biases this method might introduce and how they could affect the generalizability of the findings. Suggest using random sampling in future studies for more robust results.

The SDLRS is described in detail. However, the justification for selecting this scale over others (e.g., the Autonomous Learning Scale) is not provided. Include a rationale for this choice based on its validity or relevance to the study population.

Clarify whether the 12 items of the ACS by Perry et al. (2001) were validated in the current study sample. If not, recommend conducting a pilot study to ensure the scale's reliability and validity in this specific context.

The ARS-30's subscales are listed, but their relevance to the study's aims is not clear. Discuss how each subscale specifically contributes to understanding the overall construct of academic resilience in this study.

The cross-sectional design is a noted limitation. Suggest specific longitudinal or experimental designs that could address causality issues and provide stronger evidence for the relationships studied.

The sample's lack of diversity is mentioned. Recommend strategies for future studies to include more diverse populations, such as multi-site sampling or stratified random sampling techniques.

Address the potential biases introduced by self-report measures. Suggest using mixed-method approaches, incorporating qualitative data or observational measures, to triangulate findings.

Authors revised the manuscript and uploaded the document.

## 2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.