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# The Mediating Role of Feelings of Inferiority in the Relationship between School Bullying and Academic Achievement in Middle School Students with Social Anxiety in Wasit City, Iraq

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E d i t o r	R e v i e w e r s
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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The study states that instruments were translated into Arabic and validated by professors. However, no details on validation procedures (e.g., back-translation, pilot testing) are provided. This is essential for reliability.

The definition of "academic achievement" is broad. It would be useful to clarify whether the study measures subjective academic success (perceived achievement) or objective performance (grades, test scores).

The sample is evenly split by gender, but no gender-based analysis is reported. Were gender differences tested? If not, this should be noted as a limitation.

The study is cross-sectional, which limits causal inferences. Consider discussing how future longitudinal studies could provide stronger evidence for mediation.

Social anxiety is briefly mentioned but not defined in relation to academic settings. A more detailed discussion of its academic consequences is needed.

The study does not clarify whether it includes students who are both victims and perpetrators ("bully-victims"). Were these cases considered, or were they excluded from analysis?

Could low academic achievement lead to increased bullying experiences rather than vice versa? This possibility should be acknowledged.

Authors uploaded the revised manuscript.

## 1.2. Reviewer 2

Reviewer:

The study presents SEM results but does not discuss alternative models. Were other mediators considered? Including comparative model testing would enhance robustness.

The study reports p-values but does not provide effect sizes (e.g., standardized path coefficients,  $R^2$  values for mediation). These should be explicitly mentioned.

The introduction references previous studies but does not clearly align with a theoretical model of social anxiety or inferiority. Consider explicitly integrating an existing model (e.g., the cognitive-behavioral model of anxiety).

The Cronbach's alpha values are reported, but composite reliability (CR) and average variance extracted (AVE) are not. These should be included to confirm construct validity.

The mediation role of inferiority is supported by references, but it lacks a citation for an established mediation model. Consider citing a mediation theory to strengthen the discussion.

The conclusion suggests educational interventions but does not provide specific recommendations. What strategies should schools implement based on these findings?

Authors uploaded the revised manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.