

Comparison of the Effectiveness of Educational Packages on Time Management, Motivational Strategy, and Self-Regulation Strategies on Academic Achievement Motivation in Female Students

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1. Round 1

1.1. Reviewer 1

Reviewer:

The introduction mentions the importance of academic achievement motivation but does not adequately explain why this study focuses on female students only. Please clarify this choice and discuss how gender might influence academic achievement motivation.

The session on "Identifying Time-Wasting Factors" is essential, but there is no mention of follow-up activities or feedback. Including a description of follow-up activities after identifying time-wasting factors could enhance the intervention.

The importance of games in learning is highlighted, but it is unclear whether culturally relevant examples were used for the students. Consider including examples specific to the cultural context of the participants to improve engagement.

The description of the Achievement Motivation Questionnaire lacks details about the adaptation or translation process for use in this study. If the questionnaire was adapted for the Iranian context, please describe the steps taken to ensure validity.

The standard deviations in the table are relatively high compared to the means, which could indicate a wide variability in participant responses. Consider discussing the potential reasons for this variability in the results section.

The ANOVA results are significant, but there is no discussion of effect sizes for the key findings. Including effect sizes would help readers understand the practical significance of your results.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The definition of academic achievement motivation lacks citations for key references. It would be helpful to provide supporting evidence, especially for the claim that motivation "serves as the driving force behind behaviors that lead to better learning."

The random assignment of students to groups is mentioned, but there is no detailed description of how randomization was achieved. Please provide more details on the randomization process to ensure clarity and reproducibility.

The exclusion criteria mention "undergoing other psychological treatments," but it is not clear how this was monitored during the study. Please explain how you ensured participants were not receiving additional treatments during the intervention.

The discussion refers to the impact of self-regulation strategies but does not explain why these strategies might be particularly effective for this age group. Including a deeper discussion on developmental factors influencing self-regulation could enhance the interpretation of results.

The finding that no significant differences were observed between the three groups is critical. However, the overlap in the components of the strategies should be discussed in more detail, as this could explain the lack of significant differences.

The conclusion states that the strategies are equally effective, but it would benefit from a discussion on the cost-effectiveness or feasibility of implementing these strategies in educational settings.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.