



Structural Model Presentation for Readiness to Change Based on Achievement Motivation and Psychological Capital with Problem-Solving Mediation in Students


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1. Round 1

1.1. Reviewer 1

Reviewer:

Specify the rationale for choosing the multi-stage cluster random sampling method over other sampling techniques, considering the study's objectives and the population characteristics.

Expand on the validation process of the Problem-Solving Styles questionnaire, particularly how the modifications to adapt it to your specific study context were validated.

While the fit indices suggest an acceptable fit of the structural model to the data, consider discussing the comparative fit index (CFI) and goodness-of-fit index (GFI) in more detail, addressing any potential limitations of these indices in your structural model evaluation.

Enhance the discussion on the theoretical linkage between psychological capital and readiness to change, perhaps by integrating more recent studies or meta-analyses that consolidate the role of psychological constructs in educational settings.

Provide a deeper analysis of why maladaptive problem-solving strategies have a significant negative prediction on readiness for change. Discuss potential psychological or educational theories that might explain this phenomenon.

Discuss the potential impact of multicollinearity among your variables, especially given the interconnected nature of psychological constructs like resilience, optimism, and self-efficacy.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

Clarify the research gap your study addresses more distinctly, ensuring it explicitly connects the need for studying readiness to change with problem-solving mediation in a university student context.

Include a conceptual diagram of the hypothesized model early in the paper to aid in visualizing the relationships among the key constructs before delving into the text-based explanations.

Detail the process of ensuring the reliability and validity of the translated versions of the instruments used, especially when cultural context may affect interpretability.

Discuss the generalizability of your findings to other populations or settings, considering the specific characteristics of the sample from the Islamic Azad University Roudehen.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.