

Presentation of a Causal Model of Relationships Between Metacognitive Beliefs, Need for Cognition, and Metacognitive Awareness: The Mediating Role of Goal Orientation and Self-Efficacy

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the abstract and introduction, ensure a clearer definition and differentiation of key constructs such as metacognitive beliefs, need for cognition, and metacognitive awareness. This will help in understanding the distinct role each plays within the proposed causal model.

The review section could benefit from incorporating more recent studies, particularly those published in the last three years, to establish a contemporary context and relevance of the study findings.

It is recommended to include a sensitivity analysis to assess how robust the model's findings are to the assumptions made in the path analysis. This would strengthen the validity of the research conclusions.

Expand the discussion section by comparing your findings with previous studies that have explored similar models. Highlighting both consistencies and discrepancies can provide a deeper insight into the dynamics of the variables studied.

The practical implications of the findings need to be explicitly connected to specific educational practices or policy recommendations, especially within the context of metacognitive strategies in educational settings.

More detailed discussion on the limitations related to the generalizability of the study findings to other cultural or educational contexts. Additionally, suggest future research directions that could explore longitudinal impacts of the variables studied.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The operational definitions of constructs such as goal orientation and self-efficacy need to be clarified in the Methods section to ensure that readers understand how these were measured and interpreted in the context of the study.

Strengthen the theoretical framework by integrating additional theories that might explain the relationships between metacognition and other cognitive factors. This could include models from cognitive psychology or educational psychology.

Detail the process of validating the questionnaires used for different constructs, particularly focusing on their reliability and validity in the specific cultural context of the study. This enhances the credibility of the measurement instruments.

Include more comprehensive statistical details such as confidence intervals for the path coefficients in the model, which would provide a clearer understanding of the precision of the estimates reported.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.