Academic Performance Model Based on Academic Emotions and Academic Motivation with the Mediation of Emotional Intelligence in First Grade Secondary School Students in Tabriz City

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the introduction, the paragraph starting with "Previous studies have identified various factors that affect students' academic performance in different settings..." (p. 2) would benefit from a more detailed discussion on how these factors specifically relate to the variables studied in this research. Consider expanding on the connection between these factors and emotional intelligence, academic motivation, and academic performance.

The literature review seems to be heavily dependent on older studies (e.g., Pekrun, 2005, 2006). It would strengthen the manuscript to include more recent studies from the past five years that have explored the relationships between academic emotions, motivation, and performance.

In the section where you describe the statistical methods (p. 8), it is mentioned that "Structural equation modeling was used..." It would be helpful to briefly explain why SEM was chosen over other possible methods, considering the complexity of the model.

In Table 2 (p. 8), the correlation between negative academic emotions and academic performance is listed as non-significant. This result should be discussed more thoroughly in the Results section, particularly why this finding may differ from expectations or past research.

The fit indices reported in Table 3 (p. 9) are crucial to validating the model. However, an explanation of why these indices are considered "adequate" (e.g., GFI = .993, AGFI = .874) would help readers who may not be familiar with these metrics.

The Discussion section (p. 10) would benefit from a more nuanced analysis of the finding that negative academic emotions also had a positive indirect effect on academic performance through emotional intelligence. This finding is somewhat counterintuitive and warrants a deeper exploration.

The sentence "Therefore the results of the present study can be of interest to the education organization, teachers, and students" (p. 11) is too general. It would be more impactful to specify how the findings could inform educational policies or teaching strategies.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

In the Methods section, the operationalization of "academic enthusiasm" (p. 5) is somewhat vague. It would be beneficial to clearly define the operationalization process, particularly how it was measured and validated in this study.

The paragraph that describes the sample selection (p. 5) should provide more justification for choosing first-grade secondary school students in Tabriz City. Were there any specific characteristics of this population that made them ideal for this study?

While the study uses several established questionnaires, such as the Petrides and Furnham Emotional Intelligence Questionnaire (2006), a brief explanation or rationale for selecting these specific tools over others could provide more depth (p. 6).

The conclusion (p. 12) could be strengthened by summarizing the implications for future research more concretely. For instance, what specific areas should researchers focus on next to build on this study's findings?

In the "Limitations & Suggestions" section (p. 12), the study's limitations regarding the generalizability of findings are acknowledged. However, consider discussing the potential limitations of using self-report questionnaires, which can introduce biases such as social desirability.

The sample size of 250 students is mentioned (p. 5). It would be beneficial to include a brief discussion on the power analysis conducted to determine this sample size, ensuring that it is adequate for the analyses performed.

The relationships between variables, as indicated by the direct and indirect effects (p. 9), should be discussed in greater detail in the Results section. Specifically, how do these relationships compare to the initial hypotheses?

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.
Editor in Chief's decision: Accepted.