


Determination and Comparison of Motivation Levels in Adolescent Girls During Simultaneous and Delayed Observational Learning of Targeting Skills with a Racket

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1. Round 1

1.1. Reviewer 1

Reviewer:

The objective statement could be more specific. For example, specify which aspects of motivation (e.g., intrinsic vs. extrinsic) were examined. Consider revising to: "This study aimed to determine and compare intrinsic and extrinsic motivation levels of adolescent girls during simultaneous and delayed observational learning of targeting skills with a racket."

Describe the video content shown to participants in the simultaneous and delayed observational learning groups. Was it the same video? How long was the video? Were any specific cues or instructions provided during the video?

The description of the Sport Participation Motivation Questionnaire (SPMQ) should include a brief explanation of how the questionnaire has been validated in previous studies, especially within the context of similar populations.

The table legend should clearly state what each subscale measures. For instance, "Belonging to Friends" could be explained as assessing social motivation related to peer relationships.

The choice of using MANOVA for subscale data that were not normally distributed should be justified. Typically, non-parametric alternatives are preferred. Consider discussing the robustness of MANOVA in this context or reanalyzing with appropriate non-parametric tests.

The statement "observational learning increased the motivation levels of participants" should specify which type of motivation (intrinsic, extrinsic, or both) was significantly affected and include relevant statistical results to support this claim.

The comparison to previous research by Kron et al. (2021) should include more details about the methodological differences and similarities to help contextualize the findings. Explain how these differences might impact the generalizability of the results.

The limitations section should include a discussion on the potential effects of the sample size and the specific age group (16-18 years) on the study's findings. Consider whether these factors limit the generalizability of the results to other age groups or settings.

The discussion on the role of delayed observational learning should reference more directly the theoretical frameworks that explain why delayed learning might enhance motivation. Consider integrating theories of cognitive load or memory consolidation.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The sentence "Learning, which is generally defined as relatively permanent changes in behavior..." should cite the original sources for this definition more clearly. Consider including the specific page numbers from Schmidt & Lee (2019) and Schmidt & Wrisberg (2008).

When discussing motivation, the sentence "Motivation consists of internal mechanisms and external stimuli that drive and direct behavior" would benefit from a citation. Provide references to seminal works in motivation theory such as Deci & Ryan (1985).

The inclusion and exclusion criteria should be justified with references to previous studies or theoretical considerations. Explain why physical health, right-handedness, and no previous experience in clay tennis were critical criteria. Methods and Materials (Intervention):

Provide more details about the criteria for setting the significance level at $p < 0.05$. Discuss whether any corrections for multiple comparisons were applied and justify the chosen statistical threshold.

The introduction mentions the importance of metacognitive strategies but does not clarify if or how these strategies were incorporated into the current study. Clarify whether any metacognitive elements were used or explicitly state their absence and rationale.

The Friedman test results are presented without sufficient context. Describe the specific pairs of conditions compared and their respective outcomes in more detail.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.