





Predicting Students' Academic Performance Based on Academic Self-Concept, Academic Resilience, Academic Engagement, Emotional Self-Regulation, and Self-Esteem

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the Introduction, the authors state, "Academic performance evaluates how educational institutions, instructors, and students achieve their immediate and long-term educational goals." This sentence is overly broad. Consider refining it to specify the measurable outcomes used for academic performance assessment to ground the statement in empirical metrics.

The claim, "Previous studies have shown that academic resilience effectively protects learners from experiencing negative emotions" (paragraph 8), should include references to these studies for greater credibility and context.

The Methods section describes a sample of "306 students" but does not specify how gender differences may affect outcomes. Consider discussing the relevance of the gender distribution in your analysis.

The Academic Performance Questionnaire description (Methods) notes reliability but omits how cultural differences might affect validity. Addressing how cultural considerations impact the study tools could enhance methodological rigor.

When describing the Emotional Self-Regulation Questionnaire (paragraph), the Cronbach's alpha is high, but it is important to discuss the limitations of self-reported measures and their impact on data quality.

Academic engagement is described as a predictor, but the article does not explain why it was expected to have the highest predictive power. Add a justification grounded in prior research or theory.

The paper concludes with practical recommendations but does not sufficiently address the theoretical implications of the findings. Expanding on this could enrich the scholarly contribution.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The discussion of academic self-concept (paragraph 3) mentions reciprocal relationships but does not reference specific models like Marsh's reciprocal effects model. Including this could strengthen the theoretical foundation.

The authors mention, "Students with higher academic self-concept have higher self-esteem" (paragraph 5). Consider providing empirical evidence or studies directly supporting this assertion to improve the robustness of the claim.

In paragraph 7, the explanation of "academic resilience" could be enhanced by distinguishing between personal and environmental factors. Specify if the study considers resilience as an innate characteristic or something shaped by external influences.

Table 1 lists mean values but does not explain if these values align with prior research findings. Provide a brief comparative analysis to contextualize your results.

The regression analysis (Table 4) indicates a significant model, but further explanation is needed on why certain variables, like academic self-concept, were less predictive. Discuss potential reasons related to theoretical or cultural influences.

The finding that "academic self-concept could not predict academic performance" contradicts some prior literature. The Discussion should explore potential cultural, contextual, or methodological reasons for this discrepancy.

The assertion that "emotional self-regulation could predict academic performance" (paragraph 5) is significant but lacks detail on the mechanisms involved. Consider discussing cognitive theories, like attentional control, to add depth.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.