





The Role of Academic Self-Handicapping Behaviors in School Belongingness Among Students with the Mediating Role of Academic Hardiness and Academic Adjustment

Zahra. Ghalami¹, Nazanin. Mohammadi¹ Zahra. Nafar^{1*}, Faeze. Nafar²

¹ PhD Student in Educational Psychology, Allameh Tabataba'i University, Tehran, Iran



² Master of Family Counseling, Shahid Beheshti University, Tehran, Iran

* Corresponding author email address: znafar72@yahoo.com

Editor

Stefano Vinaccia¹
Profesor de psicología Universidad
del SINU, Montería, Colombia
Vinalpi47@hotmail.com

Reviewers

Reviewer 1: Mohammad Salehi¹
Associate Professor, Department of Educational Management, Sari Branch, Islamic
Azad University, Sari, Iran. Email: drsalehi@iausari.ac.ir
Reviewer 2: Sadegh Maleki Avarsin¹
Associate Professor, Department of Educational Sciences, Tabriz Branch, Islamic
Azad University, Tabriz, Iran. Email: s.maleki@iaut.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

"In the introductory paragraph, the sentence 'Adolescence should be recognized as a significant period in life distinct from childhood or adulthood and as the second critical developmental period in life after the fetal and infant stages' could benefit from citing additional contemporary sources that emphasize the importance of adolescence in developmental psychology. This will strengthen the argument and provide a broader context for the study."

"The sampling method description states that 'the sample size in this study was considered 340 taking into account potential dropouts.' Clarify how the potential dropout rate was estimated and if any specific criteria were used."

"The description of the Academic Self-Handicapping Scale does not mention the scale's reliability and validity in the current study population. Including this information would help in understanding the appropriateness of the scale for this research."

"The use of the California Personality Inventory's Academic Adjustment subscale is mentioned without specifying its cultural adaptation for Iranian students. Discuss any adaptations made to ensure cultural relevance."

"The sentence 'Adjusting to school requires students to develop and strengthen their cognitive and metacognitive processes' would benefit from examples or specific strategies that can help in this adjustment."

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

"The statement 'Studies indicate that the incidence of emotional and behavioral problems during schooling especially during adolescence is relatively high among Iranian students' needs more detailed statistical backing. Providing specific data or citing key studies will add credibility to this claim."

"The phrase 'School belonging is a predictor of academic and psychosocial success' is very broad. Consider specifying what aspects of psychosocial success are most influenced by school belonging, and support this with concrete examples from the literature."

"In the description of the study design, the sentence 'This research is applied in terms of its purpose and descriptive correlational in nature' could be expanded to include a brief explanation of why a descriptive correlational design was chosen and how it suits the study's objectives."

"The means and standard deviations of research variables are presented in Table 1, but there is no mention of how these results compare to previous studies. Including a comparative analysis would provide deeper insight into the data."

"The analysis of standardized impact coefficients mentions several significant relationships. For clarity, consider providing a visual representation such as a path diagram to illustrate these relationships."

"In the discussion of self-handicapping and school belonging, the statement 'Self-handicapping negatively impacts school belonging' could be strengthened by discussing potential underlying mechanisms or theories that explain this relationship."

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.