


The Mediating Role of Self-Esteem in the Relationship Between Psychological Capital, Academic Engagement, and Academic Procrastination with Psychological Well-Being Among Al-Diwaniyah Students in Iraq

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the introduction, the sentence "Psychological well-being refers to the subjective evaluation of one's life both cognitively and emotionally" is somewhat broad. Consider specifying the theoretical framework that guides this definition. Does it align with a particular model or psychological theory?

In the "Measures" section, while describing the Rosenberg Self-Esteem Scale, it would be beneficial to include a more detailed explanation of what the reverse scoring for certain items implies about the measurement of self-esteem.

The analysis mentions using SPSS version 26 and AMOS version 24, but the rationale for choosing these specific software tools isn't provided. Explaining why these tools were appropriate for your analysis would provide more transparency.

The report of Cronbach's alpha for various scales (e.g., 0.740 for Ryff's Psychological Well-Being Scale) should be accompanied by an interpretation. Is this level of reliability considered acceptable? How does it compare with other studies using the same scale?

The study's results might be influenced by various demographic factors (e.g., gender, socio-economic status), but these are not discussed in the findings. Including an analysis or discussion of these factors could provide more depth to the results.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The literature review mentions that "few studies have focused on mental health issues and their prevalence" in Iraq (Darya, 2022). It would be beneficial to elaborate on why this gap exists and how your study addresses it. Including more regional studies or explaining the cultural context might strengthen this section.

The study uses a "multi-stage cluster random sampling method," yet there is no detailed justification for choosing this method over others. A brief comparison with alternative sampling strategies, highlighting why this was most suitable, would enhance the methodology section.

The path analysis assumes certain statistical assumptions (e.g., normality, linearity). There is no mention of whether these assumptions were tested. Including this information would enhance the robustness of the findings.

In Table 3, the indirect effect of psychological capital, academic procrastination, and academic engagement on psychological well-being is reported as significant. However, the discussion on these indirect effects is limited. Providing a more detailed interpretation of these results would be beneficial.

The discussion on "students who doubt their abilities may delay tasks because they fear failure or believe they cannot meet expectations" could be expanded to include specific psychological theories, such as the expectancy-value theory, to ground the interpretation in existing literature.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.