

# Examining the Impact of Family Functioning, Basic Psychological Needs, and Academic Emotions on Students' Academic Engagement in the Post-COVID Era


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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The introduction states, “Academic engagement is a positive, fundamental, and enduring psychological state concerning learning”. It would benefit from further clarification on the specific conceptual framework of academic engagement you are adopting. Are you using Pekrun’s model of academic emotions and engagement, or another theoretical framework? Providing more context on how your study fits within these models would enhance the reader's understanding of the theoretical underpinnings.

The sentence, “Studies have shown that the more students are engaged with academic tasks and learning assignments, the more likely they are to succeed academically”, is broadly stated. Please provide specific references or studies that support this claim to make it more robust and precise. Citing relevant empirical studies in this section would add credibility.

The phrase, “environmental and personal factors must be holistically selected to predict academic engagement”, requires further clarification. What does “holistically selected” mean in this context? Do you mean that both factors should be considered

together, or are you referring to a specific methodology for selecting these factors? This could benefit from a more precise explanation.

You mention that, “family functioning refers to how family members communicate, interact, and maintain relationships”. This is a useful definition, but consider including a citation for this conceptualization. Many definitions of family functioning exist in the literature, and providing a specific reference would enhance clarity.

The paragraph includes multiple references to studies about family functioning. However, it would be beneficial to more explicitly link these studies to your central research question. For example, how do these studies support the idea that family functioning impacts academic engagement specifically? This would better contextualize the studies within your research goals.

You write, “basic psychological needs are among the influential variables in students’ emotions and academic engagement”. While this is a valuable point, a brief explanation of how self-determination theory specifically links psychological needs (autonomy, competence, relatedness) to academic emotions and engagement would be helpful. Without this explanation, readers unfamiliar with the theory might find this statement somewhat vague.

You mention the use of “structural equation modeling (SEM)” but do not provide justification for this choice. It would be helpful to briefly explain why SEM was the most appropriate method for analyzing the data in this study, particularly given the complex relationships between family functioning, basic psychological needs, and academic emotions.

You state that “the proposed model fits well and explains 29% of the variance in students’ academic engagement”. While this is a significant result, it would be helpful to provide more detailed information about the goodness-of-fit indices used and the specific results (e.g., CFI, RMSEA) to allow the reader to assess the model fit themselves.

The conclusion that “academic emotions are directly related to academic performance and outcomes” is an important statement. However, consider discussing the potential limitations of this conclusion, particularly the potential influence of external variables not captured in your study, such as the role of teaching practices or peer influences.

Authors uploaded the revised manuscript.

## 1.2. Reviewer 2

Reviewer:

The introduction of your study as an investigation into “family functioning, basic psychological needs, and academic emotions” is clear. However, the interaction between these three factors should be more explicitly linked to the existing literature. For example, it would be helpful to mention how the relationship between these variables has been conceptualized in past research. This would make the rationale for your study more compelling.

The introduction states, “One of the significant factors influencing students’ academic engagement is academic emotions”. While this is an important assertion, you could strengthen this argument by discussing more about how academic emotions specifically influence engagement. How do they interact with each other? A more detailed breakdown of the literature on academic emotions, such as the role of specific emotions like anxiety or pride, could add depth.

The sentence, “Emotions are psychological states associated with physiological reactions and evaluative responses”, would benefit from a more detailed citation of psychological theories of emotion. The basic theory mentioned is fine, but it would be beneficial to reference well-established models of academic emotions (e.g., Pekrun's Control-Value Theory) to add scholarly rigor.

The claim, “Studies suggest that emotions significantly impact learning by either facilitating or impeding it”, is central to your argument. However, this claim could be made more nuanced by incorporating a discussion on how different emotions (e.g., anxiety versus excitement) might have differing effects on learning. A few examples or studies discussing both facilitative and hindering emotions would help.

In your discussion, you state that “positive family functioning increases positive academic emotions and students’ academic engagement”. This finding is consistent with the literature, but it would be valuable to explore the mechanisms through which family functioning impacts academic engagement. Does family functioning influence motivation, self-regulation, or other factors that mediate this relationship?

The conclusion that “family functioning positively and significantly impacts positive academic emotions and academic engagement” is well-supported by your findings, but it could be further discussed in light of contrasting studies. Are there any studies that show conflicting results? Discussing any potential limitations of this finding could add depth to the interpretation.

Authors uploaded the revised manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.