

# The Role of Grit in Mediating the Relationship Between Academic Self-Efficacy and School Performance




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E d i t o r	R e v i e w e r s
Gholamreza Rajabi  Professor of Counseling Department, Shahid Chamran University, Ahvaz, Iran rajabireza@scu.ac.ir	<b>Reviewer 1:</b> Mohammad Salehi  Associate Professor, Department of Educational Management, Sari Branch, Islamic Azad University, Sari, Iran. Email: drsalehi@iausari.ac.ir <b>Reviewer 2:</b> Sadegh Maleki Avarsin  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 first paragraph of the Introduction, the sentence "Understanding this dynamic is crucial..." would be stronger with a clearer identification of why it is crucial—perhaps specifying which educational outcomes or interventions might be informed.

In the second paragraph of the Introduction, the article states: "Li et al. (2024) demonstrated that conscientiousness positively influences academic self-efficacy..." This should be more clearly tied to the current study's focus by briefly stating how grit, as influenced by conscientiousness, might mediate the link to performance.

In the fifth paragraph of the Introduction, the article references Koç and Gökulp (2023) and Lin et al. (2024) but does not clearly link these findings to the study population (i.e., high school students). A clarifying sentence should indicate the relevance of findings from other populations to this study's sample.

In the "Grit" section, the statement: "The scale yields a total grit score as well as subscale scores..." could be improved by clarifying whether the subscales were analyzed independently or only the total score was used in SEM.

In the "Data Analysis" section, while statistical assumptions are discussed, there is no mention of outlier detection or handling of missing data. A brief explanation of how these issues were managed is necessary.

In Table 3, the model fit indices are acceptable; however, the authors should explain the rationale for choosing these specific indices (e.g., GFI, AGFI, RMSEA) and what cutoff values they adopted as thresholds for “acceptable” fit.

In Table 4 and the corresponding paragraph, the standardized indirect effect ( $\beta = .18$ ) is significant, but no confidence intervals are reported. Including bootstrapped CIs would enhance the robustness of the mediation claims.

In the Discussion section, paragraph two contains the sentence: “Self-efficacy affects how students approach tasks, challenges, and academic setbacks.” This could be strengthened by tying it more directly to the effect size ( $\beta = .21$ ) found in this study to contextualize the theoretical point with empirical support.

Authors uploaded the revised manuscript.

## 1.2. Reviewer 2

Reviewer:

In the third paragraph of the Introduction, the definition of grit into “consistency of interests and perseverance of effort” is appropriate, but there is no operationalization. A sentence should be added clarifying how these two subcomponents were addressed in the present study.

The fourth paragraph of the Introduction includes: “These findings suggest that grit operates as both a direct and indirect contributor to academic achievement...”—however, it would be helpful to explicitly identify the mechanisms by which grit operates indirectly in these cited studies, for clearer theoretical grounding.

In the final paragraph of the Introduction, the authors write: “Building on these insights, the current study investigates...” This transition is appropriate but could be strengthened by including a clearly stated hypothesis or model expectation (e.g., “We hypothesize that grit partially mediates...”).

In the “Study Design and Participants” section, it states: “A sample of 392 participants was selected through stratified random sampling...”—the stratification criteria (e.g., based on region, socioeconomic status, etc.) should be clearly explained for transparency and reproducibility.

In the “Academic Self-Efficacy” section, while the authors mention a Cronbach’s alpha “exceeding 0.80,” they should specify the Cronbach’s alpha obtained in the current sample to assess internal consistency directly.

In the “Findings and Results” section, the authors mention a “diverse ethnic background,” but the sample sizes for each subgroup are small. A comment on statistical power for subgroup analyses or generalizability should be included.

In Table 1, the presentation of means and SDs is clear, but a sentence discussing the relative position of these scores (e.g., above or below standardized norms) would help interpret their practical significance.

Authors uploaded the revised manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.