



Locus of Control and Its Relationship with Motivation: Mediated by Grit

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| E d i t o r | R e v i e w e r s |
|---|---|
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1. Round 1

1.1. Reviewer 1

Reviewer:

Consider elaborating on how cultural differences in collectivism vs. individualism might affect the generalizability of these findings to Canadian adolescents.

The population in Premkumar's study (alcohol-dependent individuals) is markedly different from your adolescent sample. Please justify the relevance or remove the reference to enhance conceptual coherence.

It would strengthen the methodological rigor to report the exact Cronbach's alpha obtained in your sample for each instrument used, rather than relying solely on past literature.

Please justify your selection of fit indices. For example, why were SRMR and TLI chosen over alternatives like AIC or BIC?

Since the K-S test was significant for one variable, further justification is needed for assuming normality. Supplementing with skewness and kurtosis thresholds would be beneficial.

This interpretation would benefit from comparison with normative data for the Grit-S scale to determine if a score of 3.62 is actually "relatively high."

Clarify whether bootstrapping was used to assess the significance of the indirect effect. This step is important in mediation models for accurate p-value estimation.

The figure lacks standardized path coefficients and p-values. Please revise the model visualization to include these details for better interpretability.

This sentence overly generalizes to “life pursuits.” Please consider tempering this claim or citing studies on grit and life outcomes to substantiate it.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

This paragraph lacks connection to the main mediation model. Please more directly relate intrinsic/extrinsic motivation distinctions to locus of control and grit to strengthen the theoretical framework.

This claim would be stronger if you cite specific recent studies that have not explored grit as a mediator in adolescent samples. This helps justify your research gap more precisely.

Please provide more detail about how regions were stratified. Were provinces treated as strata? Was school type (public/private) considered?

Consider quantifying the proportion of variance in motivation explained by the model (e.g., R^2). This adds depth to your interpretation of effect size.

This claim requires stronger empirical grounding. Consider referencing relevant studies in adolescent populations specifically.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.