


Learning Motivation and Academic Resilience: The Mediating Role of Grit in Adolescents

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E d i t o r	R e v i e w e r s
Anela Hasanagic  Full Professor, Department of Psychology, Faculty of Islamic Education, University of Zenica, Bosnia and Herzegovina anela.hasanagic@unze.ba	Reviewer 1: Sara Nejatifar  Department of Psychology and Education of People with Special Needs, Faculty of Educational Sciences and Psychology, University of Isfahan, Isfahan, Iran. Email: s.nejatifar@edu.ui.ac.ir Reviewer 2: Mohammad Salehi  Associate Professor, Department of Educational Management, Sari Branch, Islamic Azad University, Sari, Iran. Email: drsalehi@iausari.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

This paragraph reads more like a definition. Please add a stronger rationale at the end that explicitly highlights the research gap in Latin American adolescents.

- The research questions or hypotheses are implied but not explicitly stated. Please provide clear, testable hypotheses at the end of the introduction.
- The description of sampling is strong, but it would be useful to add how schools were selected (e.g., urban vs. rural, public vs. private). Without this, representativeness cannot be assessed.
- The measures section reports reliability from other studies but not Cronbach's alpha for the current sample. Please report internal consistency indices for all three scales in this study.
- Given that socio-economic status is highly relevant in Argentina, not measuring it is a limitation. Please acknowledge this explicitly in the limitations section.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

- This paragraph relies heavily on international studies. A critical gap remains: What prior evidence, if any, exists in Argentina or Latin America? This should be clarified.
- The discussion of intrinsic vs. extrinsic motivation is comprehensive, but the authors should better connect it to resilience. How exactly do different types of motivation predict resilience in prior studies?
- While several references are provided, they are listed sequentially. Consider synthesizing these studies by comparing findings rather than simply cataloguing them.
- The authors mention “numerous validation studies” but do not state whether Spanish-language validated versions of the AMS and ARS-30 were used. Please clarify translation/adaptation procedures.
- This statistical threshold ($p > .001$) seems arbitrary. Please justify the cutoff chosen for multivariate outlier detection.
- This summary is helpful, but the discussion could be deepened by considering why grit mediates but does not fully explain the motivation–resilience link.
- Since gender distribution was balanced in the sample, it would strengthen the paper to at least conduct exploratory gender comparisons.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.