

Comparison of the Effectiveness of Self-Regulation Training, Academic Help-Seeking Training, and Problem-Solving Training on Academic Optimism

Neda. Pegah¹, Kobra. Hajializadeh^{2*}, Seyed Abdolvahab. Samavi³, Azita. Amirfakhraee¹

¹ PhD student, Department of Psychology, BA.C., Islamic Azad University, Bandar Abbas, Iran

² Associate Professor, Department of Psychology, BA.C., Islamic Azad University, Bandar Abbas, Iran

³ Professor of Educational Psychology, Department of Educational Sciences, Faculty of Humanities, University of Hormozgan, Bandar Abbas, Iran

* Corresponding author email address: hajializadehk@iau.ac.ir

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: Kamdin. Parsakia  Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: kamdinarsakia@kmanresce.ca

1. Round 1

1.1. Reviewer 1

Reviewer:

In the paragraph beginning “Academic optimism has emerged as one of the most influential constructs...”, the definition could benefit from a clearer theoretical synthesis. The authors reference positive psychology and educational resilience but do not specify which theoretical model (e.g., Hoy & Tarter’s model or Bandura’s collective efficacy) underpins their conceptualization.

The constructs of self-regulation, help-seeking, and problem-solving are described separately but overlap conceptually. Consider adding a conceptual diagram or integrative paragraph that visually or textually articulates how these constructs interact to produce academic optimism.

The paragraph “Despite growing evidence supporting the significance of self-regulation...” effectively localizes the topic but could elaborate on cultural or gender-specific factors influencing optimism among Iranian male students, to justify the study population and contextual relevance.

The explanation “This may be attributed to the complex social and emotional components inherent in help-seeking behavior...” could be expanded with cultural reasoning—for instance, stigma or hierarchical teacher–student dynamics in Iranian schools that may inhibit active help-seeking.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The discussion of optimism and self-regulation (starting “However, optimism alone is insufficient without self-regulatory capacities...”) lacks a conceptual bridge explaining how metacognition operationally supports optimism. The reviewer suggests explicitly defining whether optimism is treated as an outcome variable or mediating construct.

The paragraph beginning “Problem-solving ability, as another central variable...” could integrate more recent educational frameworks connecting problem-solving and optimism (e.g., socio-cognitive theory). Currently, citations such as (Kim et al., 2019) are more general and do not situate the concept within adolescent educational psychology.

The text “The results presented in the above table indicate that...” would benefit from a brief mention of percentage change between pre- and post-test scores to better illustrate magnitude differences between interventions.

The paragraph “The significant impact of self-regulation training...” effectively connects prior studies but should elaborate on mechanistic pathways—specifically, whether improved metacognition leads to optimism through self-efficacy enhancement or emotional regulation improvement.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.