





# Interplay of Cognitive Flexibility and Adaptive Emotion Regulation as Predictors of Academic Success in AI-Enhanced Learning Environments

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

In the statement “When these psychological capacities are underdeveloped, AI tools may paradoxically exacerbate learning difficulties...”, this important claim is asserted but not empirically connected to your own model. Please indicate whether your findings directly support this contention.

The concluding sentence of the introduction states the aim clearly; however, the authors should explicitly articulate the novel theoretical contribution of combining cognitive flexibility, emotion regulation, and AI engagement in a single predictive framework.

The sentence “Using stratified random sampling, participants were selected from four major universities...” requires further clarification. Please specify the stratification variables and the sampling frame used.

The limitation section is appropriate but should also mention common method variance and self-selection bias due to online data collection.

Authors uploaded the revised manuscript.

### 1.2. Reviewer 2

Reviewer:

The description of the Cognitive Flexibility Inventory would benefit from citation of its original developers and validation history, including whether the Persian version has been psychometrically validated in Iranian samples.

For the Adaptive Emotion Regulation Questionnaire, please clarify whether all subscales were used or whether any were excluded, and provide example items to enhance transparency.

In the sentence “These results indicate that higher levels of cognitive flexibility and adaptive emotion regulation are systematically associated...”, the authors should avoid causal language and instead emphasize correlational inference.

The paragraph following Table 3 erroneously refers to “self-efficacy training” and “mindfulness training”, which are not part of this study. This appears to be a serious editorial error and must be removed or corrected.

The claim “These findings support contemporary educational models...” would benefit from citing specific theoretical frameworks or models of socio-technical learning.

The discussion of Iranian higher education is compelling; however, the manuscript lacks institutional-level data from the sampled universities to substantiate this contextualization.

Authors uploaded the revised manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.