

Predicting Delay in Academic Satisfaction Among Students Based on Implicit Intelligence Beliefs and Motivational Beliefs

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1. Round 1

1.1. Reviewer 1

Reviewer:

While the study aims to predict delay in academic satisfaction, the research question could be expanded to clarify the scope and depth of how implicit intelligence beliefs and motivational beliefs interact in this context. Consider articulating specific hypotheses about the nature of these interactions.

For the instruments used, such as the Babaei Implicit Intelligence Beliefs Questionnaire and the Pintrich et al. Motivational Strategies Questionnaire, include a brief discussion on the development and validation of these tools within the Iranian educational context to strengthen their applicability to the study population.

Expand the discussion on limitations to address potential biases inherent in self-report questionnaires and how they might affect the findings. Consider suggesting alternative or supplementary methodologies that could mitigate these issues in future research.

The study focuses on male middle school students from a specific region. Discuss the implications of this focus for the generalizability of the findings to other populations and settings.

While the conclusion mentions the importance of developing a growth mindset and motivational beliefs, it could offer more specific, actionable strategies for educators and policy makers to implement based on the study's findings.

The manuscript would benefit from a thorough proofreading to correct minor typographical errors and improve sentence structure for enhanced readability.

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer:

The review could benefit from a more critical examination of previous findings, particularly concerning contrasting or conflicting evidence about the predictors of academic satisfaction. Highlighting these areas might provide a clearer rationale for the study.

The description of the multi-stage cluster sampling method lacks detail regarding the selection process of schools and classes. Providing more specifics will enhance the replicability of the study.

Encourage future studies to explore the impact of gender, different educational levels, and cultural contexts on the relationship between implicit intelligence beliefs, motivational beliefs, and academic satisfaction delay.

Ensure all references are up to date and include any recent studies that have contributed to the understanding of the constructs being examined. This will underscore the manuscript's relevance within the current research landscape.

While the study adheres to ethical standards, expanding on specific ethical considerations related to working with minors and ensuring their anonymity and consent would strengthen this section.

Response: Revised and uploaded the manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.