


# Enhancing Intrinsic Motivation in Academic Settings: The Role of Self-Regulation Skills Interventions

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### R e v i e w e r s

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The research question is clear and addresses an important gap in educational psychology. However, the paper could further clarify how this study's approach to enhancing SRS differs or adds to existing methodologies.

The argument is coherent, with a logical flow from introduction to conclusion. It could be strengthened by discussing conflicting studies or potential limitations of SRS training's effectiveness more deeply.

The literature review is comprehensive but could benefit from including more recent studies that explore alternative methods of enhancing intrinsic motivation, offering a comparative analysis.

The presentation of data is clear, particularly with the use of tables to summarize findings. Enhancing the analysis section with more detailed statistical interpretations could offer deeper insights into the data's implications.

The implications are well-drawn, yet expanding this section to include specific strategies for educators and policymakers on implementing SRS interventions in diverse educational settings would be beneficial.

1.2. *Reviewer 2*

Reviewer:

The methodology is sound, yet the study's quasi-experimental design and small sample size may limit the generalizability of findings. Future research should consider a larger, more diverse sample and possibly a fully randomized control trial design to strengthen the evidence base.

The writing is mostly clear and concise. However, reducing the use of jargon and explaining complex terms in layman's terms could make the paper more accessible to a broader audience.

While the study contributes valuable insights, exploring innovative aspects such as digital tools for SRS training or cross-cultural comparisons could enhance its originality and relevance.

Response: Revised and uploaded the manuscript.

**2. Revised**

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.