

Developing a Causal Model of Self-Directed Learning Based on Emotional Creativity with the Mediating Role of Knowledge Sharing and Information Literacy




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E d i t o r	R e v i e w e r s
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1. Round 1

1.1. Reviewer 1

Reviewer:

The introduction contains a dense review of the literature, particularly in the passage starting with "Today, there is an emphasis on the educational system's outcomes fostering critical thinking abilities..." While informative, it could benefit from more explicit linkage to the research problem.

The description of the Self-Directed Learning Questionnaire states that "In Iranian students, the questionnaire extracts three factors..." Are the factor loadings in this population similar to those reported in prior validation studies? If not, a factor analysis should be conducted.

While Cronbach's alpha values are provided for various instruments, it would strengthen the study to include McDonald's omega as a robustness check.

Figure 1 presents standardized path coefficients, but the text does not discuss whether indirect effects were tested. Consider adding bootstrapped confidence intervals for mediation effects.

The study reports fit indices such as R^2 , GOF, and Q^2 but does not compare them with conventional thresholds. Adding interpretation (e.g., what constitutes a “strong” vs. “moderate” fit) would enhance clarity.

While the conclusion mentions university administrators, the practical applications for students themselves are not elaborated. Consider adding recommendations for students based on the findings.

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer:

In the introduction, the concept of "Emotional Creativity" is explained using Averill's (2009) definition. However, additional competing definitions could be briefly mentioned to contextualize the study's theoretical foundation.

The discussion on self-directed learning (SDL) cites Knowles (2011), Candy (1991), and Garrison (1997). However, a more explicit connection between these theories and the study's model would clarify the conceptual underpinnings.

The introduction states, "Therefore, the current study seeks to answer whether the causal model... aligns with the empirical model." However, specific hypotheses are not clearly formulated. Consider explicitly listing the hypotheses in the introduction.

The study uses simple random sampling but does not justify why this method was chosen over stratified or cluster sampling, given that the population includes both master's and doctoral students.

The phrase "The results indicate a positive and significant relationship between emotional creativity and information literacy," suggests causation. Since SEM is based on correlational data, it would be more accurate to phrase this as "The results indicate a significant association between emotional creativity and information literacy."

The discussion states, "These findings suggest that identifying factors influencing students' academic creativity enhances university administrators' capacity to design effective programs that foster creativity." However, the study does not test administrative interventions. Clarify whether this is an implication rather than a direct conclusion.

The study does not discuss potential confounding variables. For example, could prior exposure to information literacy training or knowledge-sharing programs account for some of the observed effects?

Response: Revised and uploaded the manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.