

The Effect of Content-Related and Unrelated Humor on Academic Engagement in Fourth-Grade Male Elementary Students

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1. Round 1

1.1. Reviewer 1

Reviewer:

Consider integrating a brief conceptual definition of content-related vs. unrelated humor earlier in this paragraph to clarify the distinction for readers unfamiliar with the topic.

Strengthen this claim by explicitly citing a gap in recent meta-analyses or empirical reviews (e.g., Banas et al., 2011).

The manuscript should describe one or two specific examples of how humor was integrated into science content to give readers a clearer idea of intervention fidelity.

This unusually large standard deviation is likely a typographical error. Please verify and correct, as it undermines confidence in data accuracy.

The p-value of 0.060 is marginally non-significant. Consider discussing whether this near-threshold result might still have theoretical implications for interpreting intervention effects.

The posttest marginal means (e.g., 38.884) seem inconsistent with previously reported scale ranges (total score ~115). Clarify whether these means reflect subscales or standardized values.

Consider reporting confidence intervals in the main text alongside p-values to enhance interpretability and effect size discussion.

Strengthen this claim by linking it directly to observed data or theoretical models. Currently, the inference is speculative.

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer:

Provide a brief description of how humor experts were involved—was it based on empirical validation, linguistic style, or cultural appropriateness?

This introduces potential selection bias. You should acknowledge this limitation explicitly and discuss its possible impact on internal validity.

The reported reliability of 0.74 is adequate but marginal. Discuss any additional validation efforts for the Iranian context beyond citation.

The rationale for using both ANCOVA and MANCOVA is unclear. If only one dependent variable (academic engagement) was tested, MANCOVA may not be necessary—please justify.

This is a valuable theoretical point. Consider referencing Paivio's Dual Coding Theory or another specific cognitive-affective model to substantiate the mechanism.

Include a discussion on whether student characteristics (e.g., prior humor preferences or baseline achievement) moderated the effect of humor type.

Response: Revised and uploaded the manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.