




# The Impact of Academic Counseling on Perceived Classroom Assessment with the Mediating Role of Students' Autonomy Support

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E d i t o r	R e v i e w e r s
Izet Pehlić  Full professor for Educational sciences, Islamic pedagogical faculty of the University of Zenica, Bosnia and Herzegovina izet.pehlic@unze.ba	<b>Reviewer 1:</b> Parvaneh Mohammadkhani  Professor, Department of Clinical Psychology, University of Rehabilitation Sciences and Social Health, Tehran, Iran. Email: Pa.mohammadkhani@uswr.ac.ir <b>Reviewer 2:</b> Abolghasem Khoshkanesh  Assistant Professor, Counseling Department, Shahid Beheshti University, Tehran, Iran. Email: akhoshkonesh@sbu.ac.ir

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

Consider citing more empirical studies specific to Iranian or Middle Eastern educational systems to contextualize this claim, which is currently framed mostly through Western literature.

The citation to Legate et al. (2012) is appropriate, but please clarify whether the instrument was translated or validated for use in Persian/Iranian context.

There is an inconsistency here, as earlier parts of the manuscript (and Table 1) refer to grades 7 to 9. Please clarify whether these students are considered high school or middle school by local classification.

Consider specifying the software used for the descriptive analyses (e.g., SPSS, Excel) to maintain transparency.

You could add a sentence discussing whether this skewness affects the assumptions for the SEM or the interpretation of results.

While this is clear, you should specify the practical significance (effect size) and how these correlate with theoretical expectations.

You might elaborate on how these findings align or contrast with previous local studies on Iranian students, to enhance contextual relevance.

Response: Revised and uploaded the manuscript.

## 1.2. Reviewer 2

Reviewer:

This paragraph could benefit from a deeper explanation of the three basic psychological needs in self-determination theory—autonomy, competence, and relatedness—to better situate autonomy support.

Consider clarifying how this agency is operationalized in school settings (e.g., through student-led goal setting, participatory assessment, etc.).

It would be helpful to justify why Rudsar County was selected and whether any local policies, cultural features, or school systems make it a particularly relevant or unique context.

Consider also mentioning any items that approached the lower bound of acceptability, such as Q11 and Q12 in the autonomy scale, and justify their retention.

The  $R^2$  and  $Q^2$  values for autonomy support (0.113 and 0.047, respectively) are modest. A discussion on the implications of low variance explained would strengthen the manuscript.

Cite a source or standard to support the claim that 0.381 represents an acceptable GOF threshold.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.