




The Relationship Between Achievement Motivation and Learning Self-Regulation with Academic Resilience in Female Secondary School Students

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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 definition of academic resilience draws on Samuels & Woo (2004) but would benefit from a clearer operationalization. Consider explicitly defining how it differs from general resilience or emotional resilience.

For the Bouffard Self-Regulation Scale, you report three different Cronbach's alpha values (0.71, 0.70, 0.68 and later 0.71, 0.55, 0.50). Please specify which applies to the current study, and reconcile this discrepancy for clarity.

The Academic Resilience Scale is reported as valid based on its subscale structure. However, you should mention if a confirmatory factor analysis (CFA) was performed for the current sample.

While the sampling method is explained, you do not mention whether informed consent was obtained from students and/or their guardians. This is essential for ethical research, especially involving minors.

The interpretation following Table 1 only briefly states that a significant relationship exists. Consider elaborating further on the implications of the mean scores (e.g., were they high/low/moderate relative to possible ranges?).

You report Pearson's r values but do not provide significance levels. Even if all were $p < 0.01$, this should be explicitly stated in the table caption or footnotes.

You correctly mention limitations due to geographic and gender-specific sampling. It would improve transparency to explicitly state whether ethnic or socioeconomic data were considered or collected.

The sentence “Counseling services can play a key role...” is valuable. However, consider integrating a brief mention of how schools can monitor or evaluate the effectiveness of such programs.

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer:

The sentence “For instance, the research conducted by Karaman and Watson (2017)...” redundantly mentions the same authors twice. Consider rephrasing: e.g., “Karaman and Watson (2017) found that...”

You state, “Parental involvement has also been identified...”, but this shifts from the internal factors focus of the previous paragraphs. Consider a transition sentence to bridge this contextual factor.

The final sentence reads: “Given the robust theoretical and empirical foundations...” Consider making this a distinct paragraph titled “Research Purpose” to better highlight the research gap and justification.

In the Study Design and Participants section, clarify the rationale for selecting only female students in Ramsar. Was this a convenience sample? Did gender dynamics influence the variables?

The narrative states that achievement motivation predicts 26.10%, but in Table 3 $R^2 = 0.256$. Please reconcile this mismatch or clarify whether adjusted R^2 was used for reporting variance explained.

The sentence “Standardized beta coefficients show that achievement motivation predicts 51.50%...” is incorrect; $\beta = 0.515$ does not equate to 51.5% variance. This may mislead readers and should be revised.

The term “high beta coefficients” is used but not contextualized. A β of 0.265 for self-regulation is moderate, not high. Consider using language that reflects effect size standards.

The link between findings and Bouffard et al. (1995) is well made. However, it would be stronger to include more recent empirical work supporting this finding.

When you cite Trigueros et al. (2020) in reference to math anxiety, ensure the relevance to your sample (female secondary school students) is clear. Otherwise, it feels slightly tangential.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.