

Prediction of Academic Motivation Based on Learning Strategies, Self-Efficacy Perception, Self-Esteem, Self-Regulation, Psychological Capital, and Academic Achievement Among Students of Dhi Qar University

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1. Round 1

1.1. Reviewer 1

Reviewer:

The statement “Learners' motivation plays a key role in how they perceive the learning process” requires a citation closer to its claim for support. Consider clarifying how the cited study by Bonk & Lee (2017) directly aligns with this assertion.

The process of questionnaire translation from Persian to Arabic and back is briefly mentioned. Please expand on the methodology for ensuring linguistic and conceptual equivalence.

The Pearson correlation coefficients are significant, but their practical significance or effect size is not discussed. Include a brief interpretation of what these relationships mean in practical terms.

The regression model suggests significant predictors of academic motivation. However, stepwise regression can inflate type I error. Consider discussing why this method was chosen over others like hierarchical regression.

The inconsistency noted with Albana and Rivaizi (2023) on learning strategies not predicting motivation could be elaborated further. Are there theoretical or methodological reasons for this divergence?

The conclusion that high self-efficacy leads to commitment and diligence is robust but generic. Include specific examples or mechanisms (e.g., goal-setting or cognitive restructuring) to deepen the discussion.

The statement “Factors such as test anxiety, negative evaluation, academic pressure...” appears speculative without supporting data. Either provide evidence from the study or reframe as a hypothesis for future research.

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer:

The inclusion of Vansteenkiste et al. (2022) on intrinsic motivation could benefit from examples or case studies that highlight its application in diverse cultural settings. This addition would enhance the contextual relevance.

The criteria for exclusion (e.g., "absence of emotional-behavioral disorders") need further explanation. Specify how these disorders were identified and if any standardized tools or interviews were used.

The reliability score of 0.70 for the self-efficacy questionnaire is relatively low. Discuss its implications for the validity of the results or justify its adequacy for this study.

The statement “self-regulated learners are more likely to organize, regulate, and evaluate their learning” could benefit from referencing recent studies or meta-analyses to strengthen this claim.

While psychological capital is well-discussed, its interaction with other predictors like self-efficacy or self-esteem is not explored. Highlight any potential moderating or mediating roles.

Response: Revised and uploaded the manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.