Presentation of a Model of Relationships between Cognitive Emotion Regulation, Metacognitive Beliefs, and Metacognitive Awareness: The Mediating Role of Goal Orientation and Self-Efficacy among Young Female Students

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1. Round 1

1.1. Reviewer 1

Reviewer:

"The introduction provides an extensive review of flipped classroom benefits. Consider focusing more on the specific gap your study addresses, especially in the context of metacognitive awareness and its importance among female students at Shiraz University of Medical Sciences."

"The correlation matrix in Table 2 shows significant correlations, but the text does not discuss potential multicollinearity issues. Please address whether multicollinearity was assessed and how it might impact the path analysis results."

"Table 3 presents both direct and indirect effects, yet the text only briefly mentions them. A more detailed explanation of the indirect effects and their non-significance would be beneficial for understanding the model dynamics."

"Table 4 lists various goodness-of-fit indices, but the text does not explain the chosen thresholds for acceptable fit. Providing this information would help validate the suitability of the model."

"In the Discussion section, you state that the results align with previous studies by Hashemi (2016) and Alhamori & Abo Mokh (2017). It would be useful to briefly summarize these studies to highlight the comparative significance."

"The conclusion suggests the model can be used in decision-making and policy-making. Consider providing specific examples or scenarios where this model might be applied in an educational setting."

Authors revised the manuscript and uploaded the document.

1.2.   Reviewer 2

Reviewer:

"The study design section states, 'the theoretical foundations were collected using research cards.' It would be helpful to specify what 'research cards' refers to and how they were used in data collection."

"The sampling method mentions stratified random sampling based on Morgan's table. Could you provide more detail on how the strata were defined and the rationale behind the chosen sample size of 480 students?"

"In the Measures section, the description of the Metacognitive Awareness Questionnaire lacks details on its components. Please provide a brief explanation of what general reading strategies, problem-solving strategies, and reading support strategies entail."

"The article mentions the reliability of the questionnaires but does not provide information on how content validity was established. Please elaborate on the process and the experts involved in confirming the validity."

"In Table 1, the descriptive statistics are presented without a discussion on their implications. Adding a brief interpretation of these statistics in the text could enhance the understanding of the reader."

"The limitations section mentions the generalizability issue but does not discuss potential biases in the sample. It would be helpful to address any biases that might arise from the specific population studied and how they were mitigated."

Authors revised the manuscript and uploaded the document.

2.   Revised

Editor's decision: Accepted.
Editor in Chief's decision: Accepted.