




Academic Motivation Predicted by Growth Mindset and Parental Support

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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:

This claim would benefit from direct evidence or elaboration on how intrinsic goals were measured in those studies. Please clarify how "internal goals" and "value of learning" were operationalized.

The phrase is vague. Specify which provinces or cities were included or the criteria used for stratification. This would enhance transparency and replicability.

Please clarify whether a translated and validated version of the Growth Mindset Scale was used for Chinese participants. If yes, provide a reference; if not, discuss possible issues with construct validity in translation.

While the P-PASS is a robust instrument, you do not explain whether "structure" and "involvement" subscales were analyzed separately or combined. Clarify your scoring strategy and how composite scores were derived.

While this is standard, you should report whether assumptions of linear regression (e.g., homoscedasticity, multicollinearity, normality) were tested. Consider adding a sentence summarizing assumption checks.

This statement overreaches without comparative data from other regions. Consider rephrasing to "suggesting potential generalizability within similar educational settings."

You report strong correlations but do not discuss the possibility of shared method variance due to self-report measures. Consider acknowledging this limitation either in this section or in the discussion.

The R^2 value of .45 is notable but lacks interpretation. Please add a sentence in the findings to contextualize this value—for example, whether this level of explained variance is typical or exceptional in motivation research.

This is a critical insight but lacks empirical grounding in your study. Consider acknowledging that the current study does not test moderation or mediation between support and mindset.

Authors revised and uploaded the document.

1.2. Reviewer 2

Reviewer:

This generalization could be misleading without context. Specify the age group and the metrics of effectiveness (e.g., increased GPA, reduced absenteeism) to prevent overstatement.

While the paragraph provides valuable theoretical grounding, it lacks a clear transition that explicitly links the psychological mechanisms of mindset with the sociological aspects of parental support. Consider integrating a bridging sentence for thematic coherence.

You mention a Chinese student population but provide no justification for choosing this context. Please elaborate briefly on why the Chinese educational setting is suitable or relevant for this study.

Include standardized residual plots or other diagnostics to verify the model's goodness-of-fit. This is important for validating the robustness of your regression model.

Specify whether the intervention was online or in-person and if it included parental involvement. This contextual detail strengthens the discussion of implications.

While useful, this sentence would benefit from clarification on whether teacher and parental reinforcement exert independent or interactive effects on motivation.

Authors revised and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.