




# School Climate and Academic Resilience: The Mediating Role of Teacher–Student Relationship Quality

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E d i t o r	R e v i e w e r s
Anela Hasanagic  Full Professor, Department of Psychology, Faculty of Islamic Education, University of Zenica, Bosnia and Herzegovina anela.hasanagic@unze.ba	<b>Reviewer 1:</b> Mohammad Hassan Ghanifar  Assistant Professor, Department of Psychology, Birjand Branch, Islamic Azad University, Birjand, Iran. Email: ghanifar@iaubir.ac.ir <b>Reviewer 2:</b> Abotaleb Saadati Shamir  Assistant Professor, Department of Educational Sciences, University of Science and Research, Tehran, Iran. Email: psychology@iau.ac.ir

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The sentence “school climate has consistently been highlighted as a critical predictor” could be strengthened by elaborating on how school climate mechanisms (e.g., emotional safety vs. instructional quality) differentially impact resilience.

While the authors note that teacher–student relationships are “not formed in a vacuum,” the paragraph would be more compelling with a theoretical model that explicitly connects school climate, teacher–student dynamics, and student outcomes.

The STRS is described as a teacher-report instrument, but it is used here presumably as a student-report. Clarify the version (e.g., STRS-SF, adapted version), including its psychometric validation for adolescents in Egypt.

The SCS is described thoroughly; however, no reliability statistics (Cronbach’s alpha) from the current sample are provided. This should be included to support internal consistency of the measures.

Although the fit indices indicate a good model, the Standardized Root Mean Square Residual (SRMR) is not reported. This is a common fit index in SEM and should be included for completeness.

The authors state that relational quality “does not operate in isolation,” yet do not explore the possible bidirectionality between resilience and teacher–student relationships. This reciprocal relationship deserves mention.

Authors uploaded the revised manuscript.

## 1.2. Reviewer 2

Reviewer:

The sentence “localized investigations are necessary” is well-argued, but the rationale would be more persuasive with a brief reference to how the Egyptian context differs culturally or structurally from Western models previously studied.

The authors mention “public and private secondary schools,” yet do not specify how many schools were sampled or whether school type was controlled for in analysis. This could introduce bias and should be clarified.

While ARS-30 is an appropriate tool, it’s unclear whether a validated Arabic or Egyptian version was used. Please specify the version and any adaptation procedures, as this affects validity.

The total effect ( $\beta = 0.56$ ) is compelling, but confidence intervals for the indirect effects are not reported. Including bootstrapped CIs would strengthen the robustness of the mediation findings.

The figure is referenced, but not interpreted or described in the text. Consider briefly summarizing key pathways and coefficients depicted in the model.

The statement “affirm the theoretical proposition that a supportive school environment fosters positive relational dynamics” would benefit from explicitly linking to ecological systems theory or the framework used in the introduction.

Authors uploaded the revised manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.