

The Effect of Hope on Academic Persistence Mediated by Learning Engagement in University Students

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1. Round 1

1.1. Reviewer 1

Reviewer:

The section explains agency and pathways thinking but does not clarify why both subcomponents are equally important for persistence. A brief discussion on their differential effects would strengthen the argument.

The statistical assumptions are well addressed, but the description of multicollinearity checks could be strengthened by stating the tolerance values alongside VIF.

The fit indices are excellent; however, it would be beneficial to specify whether modification indices were inspected and if any model respecifications were required.

The claim of “cross-cultural generalization” is made but without acknowledging potential cultural moderators that could affect the hope–engagement–persistence pathway.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The concept of “engagement” is defined behaviorally; however, adding cognitive and affective dimensions explicitly could offer a fuller picture of the construct as recognized in the literature.

This paragraph lists multiple supporting studies but lacks synthesis. Consider summarizing the common patterns and differences between these studies to better justify the mediation hypothesis.

The section states that four items are fillers but does not explain their purpose; a brief rationale would clarify why these are retained in the instrument.

The reporting of both standardized and unstandardized coefficients is commendable, but the text could elaborate on the magnitude of the indirect effect relative to the direct effect to emphasize the mediating role.

While the alignment with past studies is strong, the discussion could benefit from addressing any unexpected or non-significant findings, even if none occurred, to clarify the study’s boundaries.

This paragraph asserts engagement as an “activating mechanism” but does not explore alternative mediators that future studies might examine. Including these would enrich theoretical implications.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.