




Developing a Causal Model of Academic Buoyancy in Gifted Students in Tehran Based on Perceived Parental Relationships and Perceived Teacher–Student Relationships: The Mediating Role of Academic Pressure and Socio-Emotional Competence

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E d i t o r	R e v i e w e r s
Sergii Boltivets  Chief Researcher of the Department of Scientific Support of Social Formation of Youth. Mykhailo Drahomanov University, Ukraine sboltivets@ukr.net	Reviewer 1: Zahra Yousefi  Assistant Professor, Department of Psychology, Khorasgan Branch, Islamic Azad University, Isfahan, Iran. Email: yousefi1393@khuif.ac.ir Reviewer 2: Mehdi Rostami  Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: dr.mrostami@kmanresce.ca

1. Round 1

1.1. Reviewer 1

Reviewer:

The paragraph beginning “Motivational theories provide a strong framework...” remains descriptive rather than integrative. It cites expectancy–value theory but does not connect it to the mediation mechanisms proposed in the model. This weakens the theoretical justification for the SEM paths.

In the section discussing Family Communication Patterns Theory, the line “High levels of psychological control or intrusive ‘helicopter’ parenting can undermine academic motivation...” should be contextualized within Iranian family norms. The current framing appears Western-centric and may not fully reflect parenting dynamics among gifted students in Tehran.

The sentence “Research indicates that supportive teacher–student relationships promote school adjustment...” is overly general. The text should specify which aspects of relationship quality (e.g., responsiveness, fairness, emotional support) are theoretically linked to academic buoyancy.

Table 4 presents paths such as “Relationship with father ← Socio-emotional competence”. This directional arrow suggests the predictor is socio-emotional competence, contradicting earlier theoretical sections where parental relationship precedes emotional skills. This must be corrected for conceptual coherence.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

In the paragraph on socio-emotional competence, listing the five dimensions without explaining which dimensions are expected to influence buoyancy most directly weakens the argument. Clarification is needed to show how each dimension contributes to the model.

The paragraph beginning “Academic pressure, however, can disrupt these protective processes...” does not reference culturally specific sources of pressure (e.g., competitive gifted schooling environments, parental expectations). This is a missed opportunity to contextualize the mediator.

In the Methods section, the claim of “simple random sampling” is inconsistent with later statements about coordination with school administrators and use of institutional records. More detail is required to justify the randomization claim.

The manuscript states that “all outliers... were removed from the statistical analyses” without specifying the rule used (e.g., ± 3 SD, Mahalanobis distance). Outlier handling must be transparent and reproducible.

In the descriptive statistics, the GPA mean of 18.41 with an SD of 4.55 appears inconsistent with typical Iranian grading ranges. Clarify whether this statistic reflects GPA or another composite metric.

After presenting model fit indices, the manuscript includes a paragraph discussing “Bonferroni pairwise comparisons...”, which is unrelated to SEM and appears copied from a different manuscript. This distracts from the results and should be removed.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.