





# The Mediating Role of Academic Buoyancy and Academic Achievement Motivation in the Relationship between Basic Psychological Needs and Psychological Well-being at Al-Qadisiyah University, Iraq


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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

This paragraph could better articulate the rationale for studying Iraqi university students specifically. Expand on contextual or cultural educational stressors that make this population unique.

Provide more current sources (2022–2024) supporting SDT applications in non-Western contexts to strengthen the theoretical localization of your argument.

Between the sections describing psychological well-being and SDT, insert a transitional sentence linking the six dimensions of well-being to the three basic needs (autonomy, competence, relatedness) for conceptual continuity.

The discussion could integrate Self-Determination Theory mechanisms (autonomous regulation, internalization) more explicitly, connecting them with buoyancy and motivation rather than general well-being statements.

Avoid causal phrasing (“leads to,” “results in”) since the design is cross-sectional. Replace with correlational language (“is associated with,” “relates to”).

Consider condensing this paragraph and linking each need to specific SDT sub-processes (e.g., volition, efficacy, belonging) to enhance theoretical precision.

Response: Revised and uploaded the manuscript.

## 1.2. Reviewer 2

Reviewer:

Provide citations showing the absence of Iraqi studies on these mediations. Otherwise, this claim of novelty might appear unsubstantiated.

This definition is adequate, but the paragraph should differentiate buoyancy from resilience, emphasizing the everyday academic context versus major adversity, as per Martin & Marsh (2008).

This paragraph could close more persuasively by clearly defining the hypothesis model (e.g., H1–H3) or specific research questions rather than a single broad question.

Clarify whether content validity and cultural adaptation were assessed via expert panel or pilot testing. This strengthens methodological rigor for cross-cultural use.

This tool includes multiple latent factors. Specify whether CFA confirmed its multidimensional structure in the present sample or if only the total score was analyzed.

These alpha values are below acceptable thresholds ( $<0.70$ ). Discuss whether low reliability influenced SEM results and whether items were revised or omitted.

Add details on multicollinearity, outlier detection, and missing data handling since these are crucial for SEM robustness.

Provide the correlation coefficients and significance levels directly in text, not only in the table. Discuss why some relationships were nonsignificant theoretically.

Specify which paths were removed and justify each theoretically, not only statistically, to avoid model over-fitting.

Response: Revised and uploaded the manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.