




Growth Mindset and Academic Support as Predictors of Academic Motivation in Female First-Generation Students

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1. Round 1

1.1. Reviewer 1

Reviewer:

The phrase “popularized by Carol Dweck” is overly informal for academic writing. Consider revising to “originally conceptualized and extensively studied by Carol Dweck (1999).”

The authors write, “Female first-generation students may face additional cultural and gender-based barriers...” This important intersectionality could be expanded with a concrete example or brief literature citation illustrating such dual pressures.

The sentence “relatively low standard deviations across variables suggest moderate variability” seems contradictory—low SD implies low variability. Consider revising or clarifying this interpretation.

While Pearson correlations are presented, effect sizes are not interpreted. Please briefly comment on the magnitude of the correlations (e.g., moderate, strong) per Cohen’s guidelines.

The regression model’s R^2 is strong, but the authors should contextualize this by comparing it to similar studies or indicating whether 37% is considered high in this research area.

The statement “for every one-unit increase in growth mindset, academic motivation increases by 0.31 units...” is accurate but would benefit from interpreting the practical significance of these coefficients.

The claim “The contextual specificity of this study also adds valuable insight...” is well-founded, but the manuscript would benefit from comparing findings to other Canadian data or national policies on equity in education.

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

The sentence “Growth mindset not only influences cognitive engagement but also correlates with key emotional and behavioral constructs...” would benefit from clarification. Specify whether “correlates” is empirically derived or theoretical.

The claim “academic support refers to the perceived availability and quality of assistance...” is strong but lacks nuance regarding institutional variability. Consider briefly noting how institutional type may mediate support access.

The statement “growth mindset can be conceptualized as influencing students’ expectancy beliefs...” would be more compelling if supported by a direct citation to expectancy-value theory applications in education.

The sentence “This is particularly relevant for first-generation students, who often face heightened academic pressures...” is compelling, but the authors could enhance it by referencing a specific Canadian study addressing these systemic challenges.

The discussion of “synergy between internal beliefs and external resources” is rich. However, the authors could deepen this by exploring potential mediating or moderating mechanisms (e.g., self-efficacy or identity).

Authors revised the manuscript and uploaded the document.

2. Revised

Editor’s decision: Accepted.

Editor in Chief’s decision: Accepted.