

## A Systematic Review of Educational Damages in Children of Divorce

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E d i t o r	R e v i e w e r s
Bahram Jowkar  Professor of Psychology Department, Shiraz University, Iran jowkar@shirazu.ac.ir	<b>Reviewer 1:</b> Mohammadreza Zarbakhsh Bahri  Associate Professor, Department of Psychology, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran. Email: M.Zarbakhsh@Toniau.ac.ir <b>Reviewer 2:</b> Seyed Ali Darbani  Assistant Professor, Department of Psychology and Counseling, South Tehran Branch, Islamic Azad University, Tehran, Iran. Email: Ali.darbani@iau.ac.ir

### 1. Round 1

#### 1.1. Reviewer 1

Reviewer:

The sentence "Children affected by parental divorce are at greater risk of emotional and behavioral disorders, poor school performance, depression, anxiety, suicidal thoughts, distress, smoking, and substance abuse" would benefit from a clear citation or referencing recent statistics or studies to strengthen the claim.

The inclusion and exclusion criteria are mentioned, but more detail on the justification for these choices, such as why only studies post-2006 were included, would be beneficial.

The use of the CASP checklist is appropriate, but it would be helpful to specify how the scores were interpreted to determine the quality of each article. Did you have a threshold score for inclusion?

The categorization of 72 indicators is impressive, but the criteria grouping could use a brief explanation in the text to help readers understand the reasoning behind the classification.

The comparison between children from emotionally stable families and dysfunctional families is insightful. Including a theoretical framework, such as attachment theory, could help contextualize these findings.

Response: Revised and uploaded the manuscript.

## 1.2. Reviewer 2

Reviewer:

The discussion on "academic performance of students, regardless of their gender, declined after their parents' divorce" needs elaboration on the mechanisms that lead to academic decline. Adding a brief explanation of the psychological or social factors would improve clarity.

The phrase "children facing financial difficulties were forced to drop out of school and were deprived of educational activities" could be made more precise by including the percentage of children impacted or data supporting this claim.

The search strategies are well-documented, but it is unclear how the keywords were chosen. Clarifying the rationale behind the selected keywords, perhaps based on preliminary research or common themes in the literature, would strengthen the methodology.

The statement "Children from divorced families exhibited significantly more challenges in school performance" needs a quantitative backing. Providing specific effect sizes or percentages would make the argument more compelling.

The visual representation is useful, but adding a short discussion on the implications of the most and least frequent themes would enrich the analysis.

The claim that "children experience depression, anxiety, anger, reduced self-esteem, aggression, academic decline, and other issues" could be enhanced by discussing how these outcomes vary by age or developmental stage.

Response: Revised and uploaded the manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.