





Predicting Symptoms of Obsessive-Compulsive Disorder Based on Cognitive Beliefs and Mindfulness in a Non-clinical Population

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1. Round 1

1.1. Reviewer 1

Reviewer: This research presents an intriguing exploration of how parents' gender influences their involvement in their children's education. The study's methodology and thematic focus are commendable for their contribution to understanding parental roles in educational settings.

Strengths

Innovative Approach: The study's focus on the impact of parents' gender on their involvement in their children's education is a fresh perspective in educational research.

Robust Methodology: Utilizing structural equation modeling provides a strong analytical approach to examining the complex relationships between variables.

Relevance: The study addresses the important role of parental involvement in the educational outcomes of children, a topic of high relevance in educational psychology.

Weaknesses

Sample Limitation: The research is confined to Tehran, which may limit the generalizability of the findings.

Data Collection Method: Reliance on self-reported questionnaires may introduce bias and subjectivity into the data.

Gender Analysis: While gender is a focal point, the study could delve deeper into the nuances of how different parental roles and societal expectations influence parental involvement.

Recommendations

Expanding Geographic Scope: Future research should include a more diverse geographic sample to enhance generalizability.

Qualitative Insights: Incorporating qualitative methods could provide deeper insights into the motivations and experiences of parents.

Further Gender-Based Analysis: An in-depth analysis of how cultural and societal factors related to gender influence parental involvement in education could enrich the study.

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer: This study offers valuable insights into the dynamics of parental involvement in education, emphasizing the role of gender. Its findings can inform educational policies and practices, particularly in enhancing parental involvement strategies.

Methodology

Research Design: The study uses a correlational design with structural equation modeling.

Sample: The sample consists of 384 parents, selected through cluster random sampling.

Data Collection and Analysis: Data were gathered using the Hoover-Dempsey and Sandler's (2005) parent participation model, analyzed using SPSS and PLS software.

Findings

The study reveals a direct structural effect of the latent structure of forms of parental participation on both school-based and home-based behaviors.

Gender acts as a significant moderator in the relationship between forms of parental participation and these behaviors.

Critical Evaluation

Strengths:

The study addresses a significant and under-explored area in educational psychology.

Use of a well-structured model and robust statistical analysis.

Limitations:

The study is geographically limited to Tehran, impacting the generalizability of findings.

Reliance on self-reported measures may introduce response bias.

Recommendations

Expanding Research Scope: Future studies should include a more diverse demographic to enhance generalizability.

Methodological Improvements: Incorporating additional qualitative methods could provide a more comprehensive understanding of parental motivations and behaviors.

Further Exploration of Gender Dynamics: Deeper analysis of how cultural and societal factors influence parental involvement across different genders.

Authors revised the manuscript and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.