

# Comparing the Effectiveness of Study Methods and Time Management Training on Academic Self-Regulation Among Male and Female Students

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

Expand the literature review to include a more detailed discussion on how the interventions are expected to influence academic self-regulation based on existing theories.

Provide more information about the educational package used for the experimental group, including specific content and how it was delivered. This detail will help in evaluating the intervention's applicability in different contexts.

Include a discussion section that more thoroughly examines why male students might have shown higher self-regulation improvements, considering both the educational and psychological literature on gender differences in learning.

The manuscript briefly mentions limitations, but a more comprehensive discussion would enhance the paper's credibility.

Elaborate on the limitations related to the sample size, the generalizability of the findings to other educational contexts, and any potential biases in self-reported measures of academic self-regulation.

Authors revised and uploaded the document.

### 1.2. Reviewer 2

Reviewer:

Integrate literature on the psychological aspects of time management and study skills training, highlighting any previous work that has directly compared their effects on academic self-regulation.

Simplify the statistical language where possible and ensure that all statistical terms are clearly defined for a broader readership. Additionally, consider a subsection summarizing key statistical findings for readers less familiar with statistical analysis.

Discuss other factors that might contribute to the observed effects, such as the participants' previous exposure to similar training, motivation levels, and the potential role of parental or teacher support.

Authors revised and uploaded the document.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.