Predicting School Anxiety Based on Procrastination, Attachment to Parents, and Students' Personality Traits

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1. Round 1

1.1. Reviewer 1

Reviewer:

The choice of convenience sampling and the sample size selection methodology are well-explained. However, expanding on how this sampling method might limit the generalizability of the findings and discussing strategies to mitigate these limitations would strengthen the study's robustness.

The use of a researcher-made School Anxiety Scale and established instruments for measuring procrastination, attachment, and personality traits is commendable. To enhance methodological transparency, providing more detailed information about the development process, validation, and reliability testing of the researcher-made scale would be valuable.

The application of Pearson correlation and stepwise regression analysis is appropriate for the study's objectives. A more detailed explanation of the choice of these specific statistical methods, including any assumptions checked and how these were addressed, would provide clarity. Additionally, discussing the implications of using stepwise regression, given its potential limitations and biases, would be insightful.

The findings regarding the predictors of school anxiety are intriguing. A deeper discussion comparing these results with existing literature, especially where findings diverge, would enrich the study. Additionally, exploring potential psychological

or educational theories that could explain the observed relationships would offer a more comprehensive understanding of the mechanisms at play.

While the study acknowledges limitations related to sampling and generalization, further reflection on other potential limitations, such as the cross-sectional design's inability to infer causality, would be beneficial. Suggestions for future research could include longitudinal studies to explore causality or experimental designs to test interventions aimed at reducing school anxiety.

The study hints at practical applications for educators and counselors. Expanding on specific strategies that could be derived from the findings, such as interventions targeting procrastination or enhancing secure attachment and specific personality traits, would make the study more impactful.

Authors revised and uploaded the document.

1.2.   *Reviewer 2*

Reviewer:

For the School Anxiety Scale, conducting and reporting a factor analysis to confirm the scale's structure and further validity testing in diverse populations could enhance the instrument's credibility.

Including a more comprehensive analysis of the data, such as exploring mediation or moderation effects between personality traits, attachment styles, and school anxiety, could uncover more nuanced insights into the dynamics between these variables.

The lack of a significant relationship between certain variables and school anxiety is as informative as significant findings. Discussing the theoretical and practical implications of these non-findings in more detail could provide valuable insights into the complexity of school anxiety.

Given the study's context in Iraq, discussing how cultural, social, and educational factors in the country might influence the study variables and their interrelations would offer a richer interpretation of the results.

The study could benefit from a more detailed theoretical framework linking procrastination, attachment styles, personality traits, and school anxiety. This could involve integrating or comparing different psychological theories that explain the onset and development of school anxiety.

Offering more concrete recommendations for educators, school counselors, and policymakers on integrating the study's findings into school anxiety prevention and intervention programs would make the research more applicable to real-world settings.

Authors revised and uploaded the document.

2.   Revised

Editor's decision after revisions: Accepted.
Editor in Chief's decision: Accepted.