




# Modeling the Impact of Childhood Trauma on Academic Procrastination with Identity Crisis Mediation in Female High School Students

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The abstract effectively summarizes the study, but it would benefit from explicitly stating the research hypotheses. This addition would provide clarity on the specific expectations tested within the study.

The description of the sample size determination using Cochran's formula is appropriate, but it would be beneficial to include the specific values used in the calculation (e.g., confidence level and margin of error).

Clarify the rationale for selecting the specific geographical distribution of schools (north, south, east, and west). This would help understand the representativeness of the sample.

The validity and reliability of the Academic Procrastination Student Form are mentioned, but providing the specific reliability coefficients (e.g., Cronbach's alpha) from this study would strengthen this section.

The CTQ is described in detail, but it would be helpful to include any specific adaptations made for the cultural context of Karaj, Iran, if any.

The Identity Crisis Questionnaire's overall score is mentioned, but discussing the scale's sensitivity and specificity would provide a deeper understanding of its effectiveness.

The structural equation modeling (SEM) approach is well-chosen, but it would benefit from a brief justification for choosing SmartPLS over other SEM software options, emphasizing its advantages for this particular study.

The descriptive statistics are clear, but providing a brief narrative interpretation of these statistics within the text would enhance readability.

The correlation matrices are informative, but the text should discuss potential multicollinearity issues among the trauma variables and their impact on the SEM results.

Authors revised and uploaded the document.

## 1.2. Reviewer 2

Reviewer:

The statement "Childhood trauma, including experiences of abuse and neglect, profoundly impacts an individual's psychological development and behavioral patterns in adulthood" needs more recent references to reflect the latest research. Consider including studies from the past five years to support this claim.

The sentence "The relationship between academic procrastination and childhood trauma has been a focus in recent research revealing a potential link through the mediation of psychological distress and coping mechanisms" lacks specificity. Specify the types of psychological distress and coping mechanisms referenced.

The aim of the study is clearly stated, but it could be improved by outlining the specific research questions. This would provide a more structured foundation for the study's objectives.

The direct effects are significant, but it would be useful to include the effect sizes (e.g., Cohen's *d*) to better understand the practical significance of these findings.

The indirect effects are reported with statistical significance, but discussing the proportion of the total effect that is mediated by identity crisis would provide additional insight into the mediation process.

The discussion of the direct impact of childhood trauma aligns with previous research. However, including more specific references to the cited studies (e.g., Berhanu 2023) would enhance the credibility and depth of the discussion.

Authors revised and uploaded the document.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.