





Predicting Social Adjustment Based on Academic Performance and Academic Self-Concept in Children of Single Parents

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1. Round 1

1.1. Reviewer 1

Reviewer:

The literature review provides a foundational understanding of the constructs but lacks depth in synthesizing existing research on the direct impact of academic performance and academic self-concept on social adjustment in children of single parents. A more comprehensive review incorporating recent studies could strengthen the theoretical framework.

While the sampling method and tools used are adequately described, the study could benefit from a more detailed explanation of the rationale behind the choice of instruments and the purposive sampling method. Additionally, addressing the low Cronbach's alpha coefficient for the Social Adjustment Questionnaire (reported as 0.48) is crucial for ensuring the reliability of the findings.

The analysis provides valuable insights; however, a more nuanced interpretation of the data could enhance the study. Discussing the implications of the 37.1% variance in social adjustment explained by academic performance and self-concept in more detail, including potential factors accounting for the remaining variance, would offer a more comprehensive understanding.

The limitations section briefly mentions the correlational nature of the study and the use of self-report measures. Expanding this section to discuss potential biases, the generalizability of the findings, and the impact of the COVID-19 pandemic on data collection could provide a more honest appraisal of the study's scope and applicability.

While the conclusion suggests areas for future research, providing specific, actionable recommendations for studies that could address the identified limitations or explore related variables not covered in the current study would be beneficial.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

Some sections of the manuscript could benefit from minor revisions for clarity. Ensuring that each paragraph logically flows to the next and that the connection between academic performance, self-concept, and social adjustment is clearly articulated would improve readability.

While the results are generally well-presented, including additional statistical details such as confidence intervals or effect sizes for the main findings could provide a richer context for interpreting the significance and practical implications of the results.

The discussion effectively connects the findings with existing literature but could be enriched by including a more detailed comparison with conflicting studies and a nuanced discussion of how the current findings extend or challenge previous research.

There are minor technical errors, such as typographical mistakes and inconsistent formatting of references, that should be corrected to maintain the manuscript's professionalism and adherence to journal guidelines.

The conclusion succinctly summarizes the findings but could be strengthened by explicitly stating the practical implications for educators, counselors, and policymakers. Highlighting the significance of academic support and self-concept enhancement programs in educational settings could make the research more impactful.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.