




The Impact of Childhood Traumas on Academic Procrastination with Parent-Adolescent Conflict Mediation in Female Students


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1. Round 1

1.1. Reviewer 1

Reviewer:

In the sentence “Academic procrastination, childhood trauma, and parent-adolescent conflict are intricate psychological phenomena,” it would be beneficial to explain how these concepts are operationalized within this study. Define what constitutes high vs. low levels of these variables.

While you mention that normality, linearity, and multicollinearity were tested, there is no discussion about whether data transformations were considered for non-normal variables. Did you explore alternatives such as bootstrapping for more robust results?

The presentation of mean scores for childhood trauma, parent-adolescent conflict, and procrastination lacks interpretative context. Consider adding a discussion of what constitutes a “high” or “low” score for these variables within this population.

The correlation matrix is informative, but it would be helpful to include a brief discussion of the strongest relationships observed (e.g., the high correlation between procrastination in assignments and overall procrastination). This helps in understanding the key drivers of procrastination behavior.

In the sentence “The indirect effect of childhood traumas on academic procrastination through parent-adolescent conflict was not significant ($\beta = -.006$ $p = .747$),” provide more insight into why this finding was unexpected or explain it in relation to previous research.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

You cite several studies (e.g., Li et al., 2022, Ye et al., 2023), but there's no direct comparison to your own findings. Consider explicitly stating how your study builds upon or differs from this previous research.

The study mentions gendered experiences of these phenomena but doesn't expand on the theoretical framework behind gender differences in procrastination. Adding more theoretical context here would strengthen the justification for focusing on female students.

The use of cluster sampling from four geographic regions is commendable, but it's unclear how socioeconomic status and school performance were controlled. Clarifying how you addressed potential confounding factors related to school or regional characteristics would improve the validity of the sample.

You mention that the Academic Procrastination Student Form by Solomon and Rothblum was used, but you do not indicate its reliability (e.g., Cronbach's alpha) in your sample. Adding this information would reinforce the rigor of your methodology.

The study uses the CTQ to assess childhood trauma, which is well-validated. However, you do not mention whether the tool was adapted for cultural sensitivity to your sample population. It's essential to address whether any cultural modifications were made for Iranian female students.

You compare your findings to those of Baczynk et al. (2023) and Ye et al. (2023), but you don't elaborate on how cultural context may have influenced the different outcomes in your study. Incorporating a discussion on cultural differences in trauma and family dynamics could enrich the interpretation of your findings.

The connection between parent-adolescent conflict and academic procrastination is discussed, but it would be beneficial to propose specific psychological mechanisms (e.g., emotional regulation difficulties) that might explain this relationship.

The practical implications for school interventions are broad and vague. Provide concrete examples of specific interventions (e.g., trauma-informed counseling) that could mitigate academic procrastination in students who have experienced childhood trauma.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.