

Effectiveness of a Counseling Package Based on Preventing Academic Procrastination on Learning Behaviors and Its Components

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the introduction, the sentence "Students as the future builders of society are a valuable segment within the community" (p. 1, para. 1) seems broad. I suggest refining it to better align with the specific focus of academic procrastination and its impact on academic outcomes. More precise framing will increase the relevance to the study.

The sentence "The present study is applied in terms of its goal and quasi-experimental in terms of its method" (p. 5, para. 1) would benefit from specifying the rationale for choosing a quasi-experimental design. Including justification for the chosen design would strengthen the study's methodological rigor.

While reliability statistics are provided for the Learning Behaviors Scale, it would be beneficial to discuss the validation process for the counseling package used. Did any experts validate the content of the counseling sessions?

The control group's role is not sufficiently explained. Could you clarify whether the control group received any alternative intervention or simply no intervention? This detail is critical to interpreting the results (p. 5, para. 2).

In the analysis section (p. 11, para. 3), while repeated measures ANOVA is appropriate, more detail on the assumption checks (such as sphericity) would be helpful to ensure transparency in the use of this test.

The table of descriptive statistics (Table 1, p. 10) is informative but could benefit from including effect sizes for the differences between groups. This would help readers better understand the practical significance of the findings.

The mention of power levels (p. 12, Table 2) is good, but providing more detail on how the study was powered (e.g., a priori power analysis) would strengthen confidence in the findings.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

Although the study addresses the effects of academic procrastination, the research gap could be clarified further. The phrase "However considering the lack of sufficient studies" (p. 4, para. 2) would benefit from more detail on what specific gaps this study fills in the existing literature.

The introduction references several studies but lacks a clear theoretical framework for how procrastination and learning behaviors are interrelated. A paragraph elaborating on the theoretical underpinnings would provide a stronger foundation for the study (p. 3, para. 2).

In the Methods section, the explanation of the sample selection process (p. 5, para. 1) lacks clarity on whether the sample was randomized. Please include more information on how random selection was ensured or why it was not applied.

In the description of the Learning Behaviors Scale (p. 6, para. 1), more detail is needed regarding the cultural adaptation of this scale to Iranian students. Please clarify whether any cross-cultural validity assessments were conducted.

The session descriptions (p. 7-9) are comprehensive, but more emphasis could be placed on how these sessions were specifically designed based on "lived experiences." Providing examples or case studies would enrich the methodological section.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.