




Examining the Impact of Socio-Economic Status on the National Identity of Youth (Case Study: Youth Aged 18-30 in District 1 of Shiraz)

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1. Round 1

1.1. Reviewer 1

Reviewer:

The introductory discussion on socio-economic status (SES) references a range of factors. Consider specifying how these factors uniquely impact identity formation, possibly with a direct example from the target population to strengthen contextual relevance.

The questionnaire's SES items are outlined broadly. It would be helpful to describe the theoretical rationale behind including each item, such as why parental education is a significant predictor of youth identity.

The presentation of demographic statistics is clear, but it would be useful to discuss any significant imbalances (e.g., gender or educational differences) and their potential effects on the study's outcomes.

Factor loadings are provided for SES indicators. Address why certain indicators (e.g., housing status) might have stronger loadings than others, and discuss how this reflects the socio-economic landscape of Shiraz.

The path coefficient between SES and national identity is statistically significant. Interpret this coefficient in practical terms and explore any underlying mechanisms that may explain this relationship.

The discussion could benefit from explicitly linking study findings to broader theories of identity development. Cite relevant psychological or sociological theories to deepen the analysis.

When discussing cultural capital, include a more detailed explanation of how this construct interacts with SES to influence national identity, possibly citing empirical studies that focus on similar cultural contexts.

Expand on the link between SES, mental well-being, and national identity. Consider including a theoretical framework that explains why mental well-being mediates this relationship, supported by psychological research.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

"Research has consistently shown that socio-economic factors play a significant role in shaping various aspects of youth development..." Clarify which aspects are most pertinent to national identity and explicitly state their relevance to Shiraz's youth.

The description of the multi-stage cluster sampling process is comprehensive but lacks justification. Explain why District 1 was specifically chosen over other districts and how this impacts the generalizability of findings.

The statement, "400 questionnaires distributed to ensure full participation," could be bolstered by explaining the anticipated non-response rate and any strategies used to address potential biases.

The use of an 11-item Likert scale is mentioned. Discuss the development or selection of these items and their cultural appropriateness to ensure they accurately reflect national identity in the Iranian context.

The Cronbach's alpha for the scales is reported as 0.877. Consider briefly discussing the implications of this reliability score for the robustness of the findings and any potential limitations.

The cross-sectional design is a clear limitation. Suggest exploring longitudinal approaches in future research to establish causality and track identity development over time.

Discuss how the focus on District 1 of Shiraz limits the findings' generalizability. Propose comparative studies across different Iranian regions to understand regional variations in SES and identity.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.