

Prediction of Academic Procrastination Based on Attachment Styles, Family Relationships, Personality Traits, and Academic Enthusiasm

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1. Round 1

1.1. Reviewer 1

Reviewer:

The sampling method is described as a convenience sample of 300 students. Please explain why this non-random selection was used and discuss the potential biases it introduces. It is crucial to justify the representativeness of the sample for generalizing results.

The study does not seem to address potential confounding variables that could influence procrastination, such as socioeconomic status, academic level, or mental health conditions. A discussion of these would strengthen the interpretation of the results.

The article reports regression coefficients and significance levels but does not discuss the effect sizes (e.g., R^2 values). Including effect sizes would provide a clearer picture of the practical significance of the findings, especially since many predictors are being tested.

The introduction cites Bowlby's attachment theory but does not adequately explain why this theory was chosen as a basis for studying procrastination. A deeper theoretical explanation of how attachment styles are related to procrastination would strengthen the argument.

Terms like "secure attachment," "insecure attachment," and "academic enthusiasm" are used throughout the article. Although these are familiar to experts, a brief definition or reference to the literature in the early sections would improve accessibility for a broader audience.

The research question is clearly stated, but the specific hypotheses are somewhat vague. Clarify the specific hypotheses being tested to give readers a clear understanding of what relationships were expected between the variables.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The description of the Academic Procrastination Questionnaire and other scales lacks detail on their psychometric properties. Include more information about the reliability and validity of these tools in the current population, especially if they were originally designed for a different cultural context.

In the description of internal consistency for various scales, multiple alpha values are provided (e.g., Cronbach's alpha for secure attachment styles). It would be beneficial to explain whether these values were based on previous studies or calculated for the current sample. If the latter, clarify the process.

The article should include a discussion of whether the assumptions for Pearson correlation and regression analysis were met, such as normality, linearity, and homoscedasticity. Without this, the validity of the statistical tests is questionable.

Provide more detail on how the stepwise regression analysis was conducted. Specifically, explain why certain variables were included in the regression model and how multicollinearity was assessed.

Since self-report questionnaires were used for all measures, the study should acknowledge the potential biases, such as social desirability and response bias, that could affect the validity of the findings.

The discussion concludes that personality traits have predictive power over procrastination, but it does not sufficiently explain why other variables, such as academic enthusiasm, did not contribute more significantly. Further exploration of this discrepancy would be valuable.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.