




Predicting School Belonging Based on Family Cohesion and Social Anxiety

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E d i t o r	R e v i e w e r s
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1. Round 1

1.1. Reviewer 1

Reviewer:

The opening paragraph defines school belonging well, but it lacks a clear articulation of the research gap. After “...making it a key focus in educational psychology research,” add 2–3 lines explaining what remains unknown (e.g., lack of studies combining family cohesion and social anxiety together).

In “A cluster sampling method proportional to the population size was employed”, clarify how clusters were defined (e.g., by school, by grade level) and how many clusters were selected to improve reproducibility.

The paragraph reporting demographic data is overly long and dense. Consider presenting the percentages in a table format to enhance readability and allow easier comparison across categories (age, grade, field of study, social media usage).

In Table 1, the variables are inconsistently named (e.g., “School Belonging” appears both as a total score and as sub-dimensions like “Teacher Support”). Clarify whether the sub-dimensions are part of the same scale or distinct constructs.

The sentence “p-value” is listed as a single column is ambiguous—correlation tables typically report individual p-values for each coefficient. Please include actual p-values for each pair to verify statistical significance.

The sentence “family cohesion positively predicted students’ sense of belonging” may imply causality, but the design is cross-sectional. Revise phrasing to “was associated with” or “was a significant predictor in the model” to avoid causal inference.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The paragraph beginning “Family cohesion, defined as the emotional bonding between family members...” mixes conceptual definitions and findings. Consider separating conceptual definitions (first paragraph) from empirical findings (second paragraph) to improve logical flow.

In the sentence “Social anxiety... poses significant challenges to students' sense of belonging to school”, add a citation quantifying prevalence among adolescents in Iran to contextualize the issue locally, as current citations are mostly international.

No overarching theory is introduced to explain why family cohesion and social anxiety would predict school belonging. Adding a brief reference to an established model (e.g., ecological systems theory or attachment theory) would strengthen the conceptual rationale.

Standardized coefficients (β) are reported for Table 4, but effect sizes (e.g., Cohen's f^2) are not provided. Including them would help interpret the practical significance of predictors.

The first two discussion paragraphs largely restate the results without deeper interpretation. Reduce redundant numerical reporting and instead focus on explaining why family cohesion affects school belonging theoretically (e.g., emotional security, role modeling).

There is no mention of the unique sociocultural factors in Tehran that could influence family cohesion or social anxiety. Incorporate this to contextualize findings and strengthen external validity.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.