

Health on the Way to School: A Comparison of High-Risk Behaviors Among Students Across Different Modes of School Transportation

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the paragraph beginning “Schools constitute one of the most influential social environments in adolescents’ lives,” the authors argue that transportation mode may influence exposure to opportunities and risks. However, no clear research model or hypothesized pathways are presented. The manuscript would benefit from a conceptual figure illustrating the proposed relationships among transportation mode, supervision, peer exposure, social learning, and high-risk behaviors.

The statement “transportation settings may create opportunities for positive social engagement or, alternatively, expose students to behaviors and situations associated with increased risk-taking tendencies” is theoretically important, yet no empirical evidence is provided regarding the intensity or duration of exposure within each transportation mode. The authors should discuss how exposure time differs between family transportation, active transportation, public transportation, and school services.

The literature review relies heavily on studies addressing physical activity, active transportation, and well-being, while relatively few references directly address delinquency, substance use, aggression, or adolescent risk-taking. A more focused review of the high-risk behavior literature is necessary to justify the outcome variables examined in the study.

The study objective states that the research examines differences in high-risk behaviors across transportation modes; however, no explicit hypotheses are formulated. Given the theoretical discussion presented, the authors should state clear directional hypotheses regarding expected differences between transportation groups and between genders.

The demographic section states that family income status and preferred transportation mode were measured; however, these variables do not appear in Table 1 or elsewhere in the results section. The authors should either report these data or remove the statement from the manuscript.

Table 2 presents mean scores and ANOVA statistics, but the analytical structure is unclear. The manuscript claims that a multivariate analysis of variance was performed, yet only univariate outcomes are reported. The authors should provide the overall MANOVA results, including Wilks' Lambda, Pillai's Trace, Hotelling's Trace, F-values, degrees of freedom, and effect sizes before presenting follow-up analyses.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

In the "Study Design and Participants" section, the authors indicate that cluster and stratified sampling were employed, but the sampling procedure lacks sufficient detail. The manuscript should specify the number of schools selected, the number of clusters, the criteria for cluster selection, and the allocation of students across schools.

The authors mention that "demographic variables were controlled during the sampling process," yet no explanation is provided regarding which demographic variables were controlled and how this control was achieved. This statement requires clarification and methodological justification.

The participant age range is reported inconsistently. The abstract refers to secondary school students, whereas Table 1 reports ages 15–18 years and the methods section reports 16–18 years. The authors should ensure consistency throughout the manuscript regarding participants' ages.

The description of the Iranian Adolescents Risk-Taking Scale (IARS) is incomplete. The authors should report the total number of items, subscale structure, response format, scoring procedures, and psychometric indices. Most importantly, reliability coefficients (Cronbach's alpha or omega) for the current sample should be reported rather than relying solely on previous studies.

The statistical analysis section indicates that MANOVA was conducted, yet the assumptions required for MANOVA are not reported. The manuscript should include results for multivariate normality, homogeneity of covariance matrices (Box's M test), homogeneity of variances (Levene's tests), and multicollinearity diagnostics.

Table 1 contains several problematic categories under educational level, including "Illiterate," "Primary School," "Middle School," and "Diploma," all with frequencies of zero despite the sample consisting entirely of high school students. These categories are unnecessary and should be removed to improve clarity and professionalism.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.