


The Role of Social Support and Emotion Regulation in Fostering Curiosity Among Individuals with Specific Learning Disorders

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1. Round 1

1.1. Reviewer 1

Reviewer:

"Curiosity, an intrinsic motivational state..." – The definition of curiosity should be expanded to include more recent theoretical perspectives and empirical findings. Consider including a citation from recent reviews or meta-analyses on curiosity.

"In the context of Specific Learning Disorders (SLD), social support can mitigate..." – This statement could benefit from a specific example or case study to illustrate how social support mitigates stress and frustration in individuals with SLD.

"Assumptions of linearity, normality, homoscedasticity, and multicollinearity were checked..." – Provide more detailed information on how each assumption was tested, including specific statistical tests and criteria used.

"Descriptive statistics for curiosity, social support, and emotion regulation..." – Consider adding a discussion on the distribution of scores and any potential outliers that may affect the results.

"The study included a total of 252 participants..." – Provide more detailed demographic information, such as socioeconomic status, geographical location, and educational background, to enhance the context of the sample.

"Pearson correlation coefficients and p-values..." – Discuss the implications of the correlation strength and direction, and compare these findings with existing literature on similar populations.

"Summary of regression analysis..." – Include a discussion on the practical significance of the regression model's R^2 value, and how much of the variability in curiosity can realistically be explained by social support and emotion regulation.

"Multivariate regression analysis results..." – Provide more context on the B coefficients, including their practical implications and how changes in social support and emotion regulation are expected to impact curiosity.

"The significant positive correlation between social support and curiosity..." – Expand on how these findings align or contrast with previous research, and discuss any potential theoretical implications.

"Similarly, the positive relationship between emotion regulation and curiosity..." – It would be beneficial to explore how different aspects of emotion regulation contribute to curiosity and whether certain emotion regulation strategies are more influential.

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

"The sample size was determined based on the Morgan and Krejcie table..." – It would enhance clarity if you could explain why this particular table was chosen over others and how it ensured the sample was representative.

"Curiosity and Exploration Inventory-II (CEI-II)..." – The psychometric properties (reliability and validity) of the CEI-II should be discussed in greater detail, with specific data from previous studies.

"The Multidimensional Scale of Perceived Social Support (MSPSS)..." – It would be helpful to explain why the MSPSS was chosen over other social support scales and to discuss any limitations of the MSPSS in the context of this study.

"Difficulties in Emotion Regulation Scale (DERS)..." – Include a brief discussion of how the DERS captures the various dimensions of emotion regulation and any potential limitations or biases.

"Despite the robust findings, this study has several limitations..." – Elaborate on the specific limitations of the cross-sectional design and self-reported measures, and suggest ways to mitigate these issues in future research.

"The findings suggest that supportive social environments and effective emotion regulation strategies..." – Consider providing more concrete examples or recommendations for interventions based on the study's findings.

"Future research should explore several avenues..." – Suggest specific research designs or methodologies that could address the limitations identified, such as longitudinal studies or mixed-methods approaches.

Authors revised the manuscript and uploaded the document.

2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.