

# Emotion Socialization and Grit as Determinants of Academic Self-Concept in Children with Hearing Impairments


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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The sentence "Understanding these relationships can inform interventions to support the academic success and well-being of these children" could be enhanced by specifying what type of interventions you are referring to. Providing examples would clarify the potential applications of your research.

The statement "Academic self-concept is a multidimensional construct that encompasses various beliefs about one's own competence in academic domains" would benefit from a more detailed explanation of these dimensions. Consider expanding on the specific beliefs that comprise academic self-concept.

The description of the sample selection "Participants were selected through purposive sampling from various schools and institutions that provide education to children with hearing impairments" could be expanded to include more details about the selection criteria and the diversity of the sample (e.g., socio-economic status, geographic location).

The presentation of descriptive statistics could be improved by including a table that shows the distribution of scores for each measure. This would make it easier for readers to understand the data.

The correlation results "Pearson correlation coefficients were computed to examine the relationships between the dependent variable (academic self-concept) and each of the independent variables (emotion socialization and grit)" should include a discussion on the potential for multicollinearity and how it was addressed.

Authors revised the manuscript and uploaded the document.

## 1.2. Reviewer 2

Reviewer:

The citation "For children with hearing impairments, the development of a positive academic self-concept can be particularly challenging due to communication barriers, social isolation, and potential delays in language acquisition" should include specific studies or data that support this claim. This will strengthen the argument.

The definition of emotion socialization is well-stated, but it would be useful to include more recent studies that highlight its impact on children with hearing impairments specifically. This will make the context more relevant to your study.

The explanation of the Grit Scale could be improved by discussing its validity and reliability specifically within populations of children with hearing impairments, if such data exists. If not, this gap should be acknowledged.

The use of the Self-Description Questionnaire I (SDQ I) should be justified with reasons for choosing this instrument over others. Additionally, discussing its validation in populations with hearing impairments would be beneficial.

The description of the Coping with Children's Negative Emotions Scale (CCNES) would be more robust with a brief discussion of how this scale has been adapted or validated for parents of children with hearing impairments.

The paragraph discussing the data analysis "Descriptive statistics were calculated to provide an overview of the sample characteristics and the main variables of interest" should include a brief description of how you handled missing data and any data cleaning procedures.

The sentence "The significant positive correlation between emotion socialization and academic self-concept ( $r = 0.45$ ,  $p < 0.001$ ) aligns with existing literature" would benefit from specific references to studies that have found similar results.

When discussing the significance of grit, it would be useful to include any theoretical frameworks that explain why grit might be particularly important for children with hearing impairments.

The statement "These findings suggest that interventions aimed at improving emotion socialization practices and fostering grit could be effective" should be followed by suggestions for specific types of interventions or programs that could be developed based on your findings.

The limitation regarding the cross-sectional design "First, the cross-sectional design of the study limits the ability to establish causal relationships between the variables" should suggest how future research could address this, such as through longitudinal studies.

Authors revised the manuscript and uploaded the document.

## 2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.