




Executive Functioning as a Mediator Between Parental Involvement and Math Achievement in Children with Learning Disabilities


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1. Round 1

1.1. Reviewer 1

Reviewer:

While referencing learning disabilities, the authors should provide a precise operational definition of LDs used in the study and cite diagnostic criteria (e.g., DSM-5 or IDEA definitions).

The introduction is heavily weighted toward literature from Western and East Asian contexts. It would benefit from the inclusion of more region-specific studies or statistics from Malaysia to contextualize the relevance of the study locally.

The use of different Likert scales (e.g., 3-point BRIEF, 4-point PASS) may introduce variability in interpretation. A brief discussion on harmonization or scoring treatment would improve methodological clarity.

WIAT-III is a U.S.-normed test. Was it normed, translated, or localized for use in Malaysia? If not, its appropriateness should be critically discussed.

The authors mention using AMOS with ML estimation but do not discuss why this estimation method was selected or whether alternatives (e.g., bootstrapping for indirect effects) were considered.

The discussion of mean values is too brief. For example, is a math achievement score of 102.34 high relative to Malaysian norms for children with LDs? Contextual interpretation is necessary.

While intervention-based implications are mentioned, the discussion is broad. It would benefit from specific, actionable recommendations for educators or parent-training programs based on the study findings.

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

The paragraph introducing the present study describes its aims but does not clearly state the research gap it addresses. Consider explicitly stating what is unknown or understudied in the current literature and how this study fills that void.

The inclusion of children aged 9–12 years is stated, but no rationale is provided for this age range. Please justify why this developmental window was chosen in the context of executive functioning and math development.

The study states that stratified random sampling was used but does not discuss how this process controlled for key confounders like parental education, urban/rural schooling, or type of disability. This warrants elaboration.

Was the Parent and School Survey (PASS) culturally adapted or validated for the Malaysian population? If so, please provide psychometric evidence; if not, this should be noted as a limitation.

The structural model figure is presented without a descriptive caption. Please include a detailed figure caption explaining each path, node, and its significance for clarity.

The authors performed normality checks, but the manuscript does not include reliability coefficients (e.g., Cronbach's alpha) for each instrument as calculated in this study. Include this to strengthen trust in the data.

The discussion acknowledges cultural variation but does not tie back to specific Malaysian parental behaviors or educational practices. Including data or literature specific to Malaysia would enhance cultural validity.

Authors revised the manuscript and uploaded the document.

2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.