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OPEN PEER REVIEW

Social Anxiety in Students with Specific Learning Disorders Based on Emotion Regulation and Emotional Intelligence: The Mediating Role of Perceived Self-Efficacy

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About this report

This open peer review (OPR) report shows the public comments made on this article during peer review, by the reviewers, the associate editor and the editor-in-chief, for every revision round, together with the authors' replies. Comments appear only with the consent of the people who wrote them. Reviewers who chose to sign their report are named; the others are shown as "Referee". Comments are edited for language only, and confidential remarks to the editors are not included.

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1 Original submission

3 comments · 19 Feb 2024 – 21 Feb 2024

Referee 1 Reviewer

MINOR REVISION 19 Feb 2024

dear authors.
Thank you for your valuable efforts. Some of the descriptions in the introduction and method (questionnaires) are too long and unnecessary. Please revise them and replace them with brief summaries.

Associate Editor

MAJOR REVISION 21 Feb 2024

Dear EIC,
Thanks to the authors and appreciation to the researchers. The manuscript is a valuable piece of research. But some revisions are needed. The authors should revise it based on the reviewers' comments. Also, minor changes should be made in the abstract:
The study design should be mentioned in the first line of the methods section of the ABSTRACT.

Editor-in-Chief

MAJOR REVISION 21 Feb 2024

Dear Author,
Thank you for submitting the article. It needs some revision. Please revise it based on the reviewers' and AE's comments.

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Revision 1

AUTHORS' RESPONSE TO REVIEWERS

Authors' reply to reviewers

The next pages contain the authors' point-by-point reply to the comments of this revision round, as submitted with the revised manuscript. It is published as the authors wrote it.

Reviewers' Comments:

Reviewer 1:
Dear Authors
1. The topic of study is not new.
The discussion of social anxiety in children with learning disabilities, due to the high prevalence of disabilities, requires numerous researches.
Very little research has been done on research variables, especially in the area of mediating role of perceived self-efficacy
In fact, the importance of the topic and conducting a little research in the field of children's social anxiety in relation to two predictor variables can explain the importance and novelty of the topic.

2. The fit... should moves to method section
It was corrected

3. Increase repeated again

The second word increase was deleted

4. What is the University Ethics Code for this research?

Considering that the current research is descriptive and no intervention was carried out; Code of ethics was not obtained for it; However, all ethical codes in the research, as reported in the text of the article, were observed in the present study. Written consent was obtained and there was no compulsion to participate in the research.

5. Not usual to draw figure for objective.

The figure at the end of the objective was removed.

6. The conclusion sufferes from novelty in content.

The conclusion was revised.
Reviewer 2:
1. methodology section should be properly done like Objective definition
2. Figures can be included.

3. Too many references

Resources decreased from 42 to 35.

Reviewer 3:

dear authors.
thanks for your valuable efforts. some of descriptions in introduction and method(questionnaires) are too long and unnecessary. plz revise it and replace with short and abstract ones.

The text of the introduction and other sections were summarized as much as possible.

Associate Editor 1:

Dear EIC,

Thanks to the authors and appreciation to the researchers. The manuscript is a valuable research. But some revisions are needed. Authors should revise it based on reviewers comments. Also minor changes should be done in abstract:

Study design should be mentioned in first line of method section of ABSTRACT.

It was corrected

2 Revision 1

2 comments · 15 Mar 2024 – 15 Mar 2024

Associate Editor

MINOR REVISION 15 Mar 2024

Dear EIC,
The great effort in improving the manuscript is highly appreciated. However, there are a few areas for further improvement that the authors should consider.

Editor-in-Chief

MINOR REVISION 15 Mar 2024

Dear Author,
The manuscript still needs some revision. Please revise it based on the reviewers' and AE's comments.

3

Revision 2

AUTHORS' RESPONSE TO REVIEWERS

Authors' reply to reviewers

The next pages contain the authors' point-by-point reply to the comments of this revision round, as submitted with the revised manuscript. It is published as the authors wrote it.

Reviewers' Comments:

Reviewer 1

1. References are many

The number of resources was reduced to the minimum amount of 23.

2. Objectives definition

Therefore, due to the lack of comprehensive research that can examine these variables together, as well as the importance of social anxiety in interacting with others and its negative consequences in the family, society, and academic life of students with SLD, the present research aims to the development of the causal model of social anxiety of students with SLD based on emotion regulation and emotional intelligence, considering the mediating role of perceived self-efficacy.

It was highlighted.

3. methodology part should include study design

In terms of the data collection method (research design), this research is considered to be descriptive research.

Both in the method part of the abstract and in the text of the method part, the research plan is mentioned; It was highlighted.

4. The strengths and limitations of the study should be elaborated

It was corrected

3 Revision 2

2 comments · 6 May 2024 – 6 May 2024

Associate Editor

ACCEPT 6 May 2024

Dear Associate Editor
I read the manuscript, and the authors corrected the requested items. The article could be accepted at this stage.
Sincerely;

Editor-in-Chief

ACCEPT 6 May 2024

Dear authors.
Thanks for your valuable efforts in carefully revising the manuscript.