



SDI Review Form 1.6

Journal Name:	Journal of Education, Society and Behavioural Science
Manuscript Number:	Ms_JESBS_48963
Title of the Manuscript:	First-Year Students' Self-Regulation Process Through Self-Report at a Minority Serving Institution (MSI)
Type of the Article	Short Research Article

General guideline for Peer Review process:

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound. To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

(<http://www.sciencedomain.org/page.php?id=sdi-general-editorial-policy#Peer-Review-Guideline>)



SDI Review Form 1.6

PART 1: Review Comments

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
Compulsory REVISION comments	<p>Very Interesting research topic. I have some suggestions.</p> <ol style="list-style-type: none"> Under the research methodology give brief explain about the variable use in Regression. Table 01 is also an analysis. Shift Table 01 to result and Discussion section. The descriptive statistics used for this analysis can be explained in methodology section. Please use the reference style proposed by the journal. Please check all in text citations are listed in the reference list or not. Since this research is based on one institute, it is better to mention ethical approval for the data collection as well as publish the findings by the institute name. 	<ol style="list-style-type: none"> These 822 students included transfer, summer-bridge, and first generation students'. A transfer student is someone who has earned credits for study from another institution. First-generation student, according to the United States Department of Education, is someone whose parents' highest level of education is a high-school diploma or less (1998, p. 9). Finally, a summer bridge student could be defined as an individual who participates in an orientation program designed to provide college freshmen with academic support while acclimating them to university life. Table 1 was shifted to the results and discussion section and the descriptive statistics used was placed in the methodology section. Reference style complete: <p>Zimmerman, BJ. Becoming a self-regulated learner: An overview. <i>Theory Into Practice</i>. 2002;41(2): 64-70.</p> <p>Yontef, G. <i>Gestalt Therapy: An Introduction</i>. Appears in a chapter in <i>Awareness, Dialogue, and Process</i> published by The Gestalt Journal Press and was copyright in 1993 by Gary Yontef, Ph.D.; 1993.</p> <p>U.S. Dept. of Education. First generation students: Undergraduates whose parents never enrolled in postsecondary education. <i>Office of Educational Research and Improvement, NCES 98-082</i>; 1998.</p> <p>Brown JM, Miller WR, & Lawendowski LA. The self-regulation questionnaire. In L. VandeCreek & T. L. Jackson (Eds.), <i>Innovations in clinical practice: A source book</i>, Vol. 17, pp. 281-292. Sarasota, FL, US: Professional Resource Press/Professional Resource Exchange, 1999.</p> <p>Kanfer FH. Self-regulation: Research, issues, and speculation. In: Neuringer C, Michael JL, editors. <i>Behavior Modification in Clinical Psychology</i>. New York: Appleton-Century-Crofts; 1970b. pp. 178–220.</p> <p>Brown JM. Self-regulation and the addictive behaviors. In W. R. Miller & N. Heather (Eds.), <i>Treating addictive behaviors</i> (2nd ed., pp. 61-74). New York: Plenum Press; 1998.</p> <p>Miller WR, & Brown JM. Self-regulation as a conceptual basis for the prevention and treatment of addictive behaviours. In N. Heather, W. R. Miller & J. Greeley (Eds.), <i>Self-control and the addictive behaviours</i>. 1991; pp. 3-79. Sydney: Maxwell Macmillan Publishing Australia.</p> <p>Zimmerman, BJ. Investigating self-regulation and motivation: Historical background methodological developments and future prospects. <i>American Education Research Journal</i>. 2008;45(1): 166-183. doi: 10.3102/000283120731290.</p> <p>Wolters, CA. Regulation of motivation: Contextual and social aspects.</p>



SDI Review Form 1.6

		<p><i>Teachers College Record</i>. 2011;113 (2): 265-283.</p> <p>Zumbrunn, S, Tadlock J. and Roberts, ED. Encouraging self-regulated learning in the classroom: A review of the literature. Metropolitan Educational Research Consortium (MERC), Virginia Commonwealth University; 2011.</p> <p>Bembenutty H. Self-Regulation of learning and academic delay of gratification: Gender and ethnic differences among college students. <i>Journal of Advanced Academics</i>. 2007;18(4):586-616.</p> <p>Hoerger M, Quirk SW, and Weed NC. Development and validation of the delay gratification inventory. <i>Psychological Assessment</i>. 2011;23(3):725-738.</p> <p>Brigham Young University. Academic Wellness Inventory. The Academic Success Center. 2018. Accessed July 06, 2018. Available: https://casc.byu.edu/academic-wellness-survey</p> <p>Byrnes, JP, Miller DC, & Reynolds M. Learning to make good decisions: a self-regulation perspective. <i>Child Development</i>. 1999; 70:1121-1140.</p> <p>Mega C, Ronconi L, and De Beni R. "What makes a good student? How emotions, self-regulated learning, and motivation contribute to academic achievement." <i>Journal of Educational Psychology</i>. 2014;106(1):121.</p> <p>Roderick M, & Engel M. The grasshopper and the ant: Motivational responses of low-achieving students to high-stakes testing. <i>Educational Evaluation and Policy Analysis</i>. 2001;23(3):197-227.</p> <p>Roderick M, Engel M, & Nagaoka J. Ending social promotion: Results from summer bridge. Chicago, IL: Consortium on Chicago School Research; 2003.</p> <p>Roderick M, Jacob BA, & Bryk AS. The impact of high-stakes in Chicago on student achievement in promotional gate grades. <i>Educational Evaluation and Policy Analysis</i>. 2002;24(4): 333-357.</p> <p>National Wellness Institute. The Six Dimensions of Wellness. Accessed May 12, 2018. Available: http://www.nationalwellness.org/?page=six_dimensions</p> <p>4. In text citations and reference was checked.</p> <p>5. The Institutional Research Board (IRB) approved the study to ensure ethical treatment of subjects. Adequate provisions were monitored to ensure the safety of the subjects and maintained the privacy and confidentiality of the data. As a result, there were no ethical implications culminating from the study.</p> <p>To maintain confidentiality of the institution's name, it is recommended by the authors not to identify the institution.</p>
--	--	---



SDI Review Form 1.6

Minor REVISION comments		
Optional/General comments		

PART 2:

	Reviewer's comment	Author's comment <i>(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
Are there ethical issues in this manuscript?	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	