



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>)



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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		
Minor REVISION comments	<p>The following should be in italics: Line293- 'Treating addictive behaviors' Line 299- 'Child Development' Line 312- 'Handbook of self-regulation: Research' Line316- 'Education for critical consciousness' Line 318- 'Educational Psychologist' Line 321- 'Journal of special Education' Line 326- 'Psychological Assessment' Line 329- 'Journal of Experimental Education' Line 332- 'J. Cons. Clin. Psychol.' Line 334- 'Behaviour Modification in Clinical Psychology' Line 337- 'Child Development' Line 339- 'Learning and Instruction' Line 343- 'Journal of Educational Psychology' Line 346- 'Self-control and the additive behaviour' Line 348- 'Fostering Critical Adulthood' Line 353- 'Studies in Higher Education' Line 359- 'Educational Evaluation and Policy Analysis' Line 368- 'Achievement and motivation:.....perspective' Line 378- 'International Electronic Journal of Elementary Education' Line 381- 'Journal of College Reading and Learning' Lines389 to 390- 'Teachers College Record'</p> <p>These authors are in your reference page but are not cited in the work (Please, cite these authors in the work or delete them): Line 287- Bridges et al. (2008) Line 300- Carlson (2018) Line 303- Cassidy (2011) Line 306- Dewey (1933) Line 310- Eisenberg et al. (2004) Line 314- Flarell (1979) Line 316- Fraire (1973) Line 319-Harri et al. (2005) Line 330- Ihde (1977) Line336- Kochanska et al. (1997) Line 339- Mayer (2008) Line 348- Mezirow (1990) Line 352- Nicol & Macfarlane-Dick (2006) Line 355- Price-Mitchell (2015) Line 366- Ryan et al. (1992) Line 370- Schunk (2001) Line 375- Simon (2006) Line 377- Stolp & Zubrucky (2009)</p>	<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. <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</i></p>



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	<p>Line 380- Taylor (1999)</p> <p>Line 383- The Brain injury Association of New York State (2006)</p> <p>Line 387- Van Meeuwen et al.2018.</p>	<p>of <i>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>
Optional/General comments		

PART 2:

	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)
Are there ethical issues in this manuscript?	<p><i>(If yes, Kindly please write down the ethical issues here in details)</i></p>	<p>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>