




# Effectiveness of Online Cognitive Behavioral Intervention on Procrastination and Academic Stress

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E d i t o r	R e v i e w e r s
Asoke Kumar Saha  Professor Department of Psychology, Jagannath University, Dhaka, Bangladesh drasoke@psychology.jnu.ac.bd	<b>Reviewer 1:</b> Azade Abooei  Department of Counseling, Faculty of Humanities, University of Science and Art, Yazd, Iran. Email: a.abooei@tea.sau.ac.ir <b>Reviewer 2:</b> Roodabeh Hooshmandi  Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: roodhooshmandi@kmanresce.ca

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The phrase “CBT helps individuals develop healthier coping mechanisms...” lacks specificity. It would enhance clarity to briefly name some of these mechanisms (e.g., behavioral activation, cognitive restructuring) with supporting citations.

It is noted that the ASS is “unidimensional,” which contradicts its use to assess multiple dimensions (workload, expectations, relationships, etc.). Please clarify this or revise to reflect multidimensional characteristics.

The authors state, “The reliability of the scales was also checked through internal consistency...” yet fail to report actual Cronbach’s alpha values. These should be provided for each scale and time point to demonstrate psychometric robustness.

The authors mention normality and sphericity tests but do not report actual test statistics (e.g., W or Mauchly’s W values). These should be included to substantiate assumption testing.

The authors claim “personalized nature of the CBT program,” yet no evidence of individual tailoring was provided. Please clarify if the program had uniform content or flexible adaptations per participant.

Authors revised and uploaded the document.

## 1.2. Reviewer 2

Reviewer:

In “This negative feedback loop between procrastination and academic stress creates a cycle...,” consider including a citation to empirical studies directly demonstrating the bidirectional nature of this cycle, rather than theoretical conjecture.

The authors state, “...the mechanisms through which they reduce procrastination and stress,” but do not elaborate on what these mechanisms might be. This is an important gap and should be addressed either here or in the discussion.

The authors refer to “integration of mindfulness and self-compassion techniques within CBT” but do not explain whether such components were part of their intervention. Clarification is needed to distinguish this study's specific protocol from the literature cited.

The sentence “By targeting dysfunctional beliefs such as fear of failure...” would benefit from direct reference to which sessions targeted these beliefs and whether any mediating effects were analyzed.

The authors state, “These outcomes are supported by prior research...” without specifying whether their effect sizes and sustainability are comparable or divergent. Comparative interpretation would strengthen the argument.

Authors revised and uploaded the document.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.