




# The Role of Parental Attachment and Academic Stress in Predicting Adolescent Sleep Disturbance

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E d i t o r	R e v i e w e r s
Stefano Vinaccia <sup>1</sup>  Profesor de psicología Universidad del SINU, Montería, Colombia Vinalpi47@hotmail.com	<b>Reviewer 1:</b> Mohammad Salehi <sup>1</sup>  Associate Professor, Department of Educational Management, Sari Branch, Islamic Azad University, Sari, Iran. Email: drsalehi@iausari.ac.ir <b>Reviewer 2:</b> Shahrokh Makvand Hoseini <sup>1</sup>  Associate Professor, Department of Psychology, Semnan University, Iran.

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

In the first paragraph of the Introduction, the phrase “linked to numerous short- and long-term consequences” could benefit from citations that differentiate between short-term (e.g., daytime sleepiness) and long-term (e.g., depressive symptoms) outcomes, to enhance specificity.

In the penultimate paragraph of the Introduction, the statement “understanding these contextual influences is critical for developing culturally relevant interventions” is strong but unsubstantiated. Please provide at least one Kenya-based or Sub-Saharan Africa-specific study to support the need for culturally adapted sleep interventions.

In the Methods and Materials – Study Design section, the phrase “stratified random sampling” is vague without clarification. What strata were used (e.g., school type, region, grade level)? This is important for replicability and evaluating sampling bias.

In the Findings – Descriptive Statistics paragraph, you report the mean scores without interpreting their clinical significance. For example, is a score of 79.34 on the SDSC indicative of mild, moderate, or severe sleep disturbance? Provide reference thresholds where applicable.

In Table 2, the correlation between academic stress and parental attachment is noted as  $-.31$ . In the text, more interpretation of this relationship is warranted—specifically whether secure attachment mitigates perceived academic stress.

In the Discussion paragraph on attachment, the sentence “These findings suggest that the presence of secure parental attachment helps adolescents cope with daily stressors...” would be strengthened by introducing a mechanism (e.g., emotional regulation, sleep routines) through which attachment influences sleep.

Authors uploaded the revised manuscript.

## 1.2. Reviewer 2

Reviewer:

In the second paragraph of the Introduction, the claim “may be mediated by elevated cortisol levels, hyperarousal, and ruminative thought patterns” is theoretically plausible but lacks citation of physiological or neuroendocrine studies specific to adolescents. Please consider citing studies involving cortisol biomarkers in youth populations.

In the fourth paragraph, the sentence “In some contexts, authoritarian or disengaged parenting approaches have been linked to elevated stress and sleep difficulties...” would benefit from greater cultural contextualization, especially within the Kenyan or East African parenting framework, to avoid generalizations based on Western-centric literature.

In the description of the SDSC, while the scale is standardized for ages 6 to 16, your participants are aged 14 to 18. Please justify the upper age extension to 18 or cite validation studies demonstrating the SDSC’s applicability to older adolescents.

In the description of the IPPA, only the parental section is used, but no rationale is provided for excluding the peer attachment subscale. Given that peer relationships may influence both stress and sleep, explain this methodological decision or acknowledge it as a limitation.

In the Measures – Academic Stress paragraph, the source “Kohn and Frazer (1986)” is dated and developed within a U.S. context. Please clarify whether this scale has been validated for use in Kenyan adolescents or adapted for cultural sensitivity.

In the Data Analysis section, although assumptions were tested (normality, linearity, multicollinearity), there is no mention of outlier detection or treatment. Including information on outlier analysis would strengthen the robustness of your statistical approach.

In Table 3, while  $R^2 = .38$  is reported, adjusted  $R^2 = .38$  is also listed. Please confirm whether this value is rounded or exactly the same; otherwise, clarify the slight difference for transparency.

In the Discussion, the phrase “These findings highlight the crucial roles of both stress and familial emotional support...” would benefit from theoretical integration, such as referencing Bronfenbrenner’s ecological systems theory or Lazarus’s stress-coping model.

In the Discussion, you state: “Academic stress emerged as a stronger predictor...” based on  $\beta$  values. While technically true, the difference in  $\beta$  (.41 vs  $-.32$ ) may not be practically large. Consider performing and reporting a statistical test (e.g., comparing standardized  $\beta$ s) if claiming comparative strength.

Authors uploaded the revised manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.