

REVIEWER'S REPORT

Manuscript No.: IJAR-51833

Date: 26-05-2025

Title: College-aged Latinas' Fertility Intent in Relation to Academic and Family Self-Worth and Valuing Education

Recommendation:

Accept as it is.....**YES**.....
 Accept after minor revision.....
 Accept after major revision
 Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality			√	
Techn. Quality			√	
Clarity			√	
Significance		√		

Reviewer's Name: Shafiya Akhter

Reviewer's Decision about Paper: Recommended for Publication.

Comments (*Use additional pages, if required*)

Reviewer's Comment / Report

Title:

The title is clear, specific, and reflective of the study's primary variables—fertility intent, academic and family self-worth, and educational values—within the demographic of college-aged Latinas. It communicates both the subject population and the psychological and sociological dimensions of the study.

Abstract:

The abstract provides a well-structured summary of the study, covering the population, methodology, key variables, and primary findings. It introduces the concept of fertility intent and its relationship to psychosocial factors, particularly academic self-worth and family orientation, in a population of predominantly Hispanic/Latina women. The findings are presented succinctly and highlight the nuanced interplay between education-related identity and reproductive

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intentions. The abstract ends with a strong statement challenging cultural stereotypes, positioning the research within broader social discourses.

Keywords:

The keywords are appropriately chosen and align well with the focus areas of the study: college, educational self-esteem, fertility intent, and Hispanic populations. These terms enhance the manuscript's accessibility for indexing and retrieval in academic databases.

Introduction:

The introduction effectively frames fertility intent as a significant and multifaceted topic within reproductive and psychological research. It references established literature and identifies existing gaps, particularly with regard to underrepresented populations such as Hispanic/Latina college students. The rationale for investigating psychosocial educational factors is well-articulated, and the call for incorporating broader theoretical frameworks beyond rational-choice models is both timely and academically grounded.

Scientific Rigor and Theoretical Framing:

The study is situated within a contemporary framework that connects reproductive behavior with psychosocial constructs such as self-worth and intrinsic educational motivation. By incorporating academic and family self-worth scales, the research brings a novel psychosocial dimension to fertility intent studies. The statistical associations are meaningful and appear to be methodologically sound, reflecting careful variable operationalization and analysis.

Clarity and Organization:

The manuscript is clearly written and logically organized. Terminology is appropriate for a scholarly audience and effectively balances technical precision with readability. The arguments are coherent, and transitions between sections (from context to findings) are smooth.

Contribution to the Field:

This study makes a valuable contribution by examining fertility intent through a lens that incorporates academic self-perception and social roles, particularly among Latina populations in a U.S. border region. It broadens the scope of fertility research to include nuanced intra-group differences and challenges reductionist cultural narratives. The inclusion of identity-related constructs adds depth to both educational and reproductive health literature.

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Ethical and Methodological Transparency:

The data availability statement reflects a commitment to ethical research standards. Although details of methodology (sample selection, analysis) are not fully presented in this excerpt, the reference to a specific sample size and institutional context suggests methodological transparency.

Conclusion:

This manuscript represents an interdisciplinary and empirically grounded exploration of how educational self-concept and family values intersect with fertility intent among Hispanic/Latina college students. The findings offer a counter-narrative to cultural generalizations and advance scholarly understanding of reproductive intentions in the context of educational identity. The manuscript demonstrates conceptual depth, methodological adequacy, and social relevance.
