

REVIEWER'S REPORT

Manuscript No.: **IJAR-53022**

Title: *The Effect of the Educational Program Based on Royâ€™s Adaptation Model on the Quality of Life for Patients with Thalassemia*

Recommendation:

Accept as it is

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

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

Reviewer Name: Dr Aamina

Reviewer's Comment for Publication.

Abstract and Scope:

The abstract provides a clear and concise summary of the study. It includes essential components such as background, aim, research design, setting, methods, tools used, results, conclusion, and recommendations. The focus on using Roy's Adaptation Model to enhance quality of life for thalassemia patients is well justified and grounded in clinical relevance. The abstract communicates the statistical significance of the findings and emphasizes the positive outcomes of the intervention.

Scientific Relevance:

Thalassemia is a prevalent hereditary blood disorder with serious clinical and psychosocial implications. The study addresses an important aspect of chronic disease management—enhancing patients' quality of life through adaptive strategies. Utilizing Roy's Adaptation Model positions the research within a recognized nursing theoretical framework, strengthening its relevance for healthcare providers and policymakers.

Research Design and Methodology:

A quasi-experimental design is suitable for evaluating the effectiveness of educational interventions in a clinical setting. The use of a purposive sample and random allocation into control and intervention groups is appropriate and methodologically sound. The sample size (n=80) is reasonable, and the balanced group distribution ensures the reliability of comparisons. The four tools—patient interview assessment,

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knowledge assessment, WHOQOL-BREF, and Roy's Adaptation Model questionnaire—offer a comprehensive approach to measuring changes in adaptation and quality of life.

Results and Analysis:

The results section highlights statistically significant improvements ($P < 0.001$) in knowledge, adaptation, and quality of life among the intervention group. These outcomes are clearly stated and support the study's conclusions. The findings effectively demonstrate the value of educational interventions tailored to theoretical models in improving patient-centered outcomes in thalassemia care.

Theoretical Framework:

Roy's Adaptation Model provides a structured lens through which patient responses to chronic illness and health interventions can be assessed. Its application in the context of thalassemia is relevant, as the model emphasizes the importance of psychosocial and physiological adaptation in managing chronic conditions.

Literature Contextualization:

The introduction briefly defines thalassemia and outlines its pathophysiology and clinical consequences. The use of a current citation (Thein & Rees, 2025) supports the scientific basis for the study and grounds the investigation in a contemporary context. The burden of thalassemia and its impact on quality of life is effectively introduced, setting a clear rationale for the educational intervention.

Language and Structure:

The manuscript uses academic language appropriate for a clinical and scientific audience. It is logically organized, with each section flowing into the next. The style is formal and coherent, maintaining clarity while conveying the technical content effectively.

Keywords:

The keywords—*Adaptation*, *Quality of life*, *Thalassemia*—accurately reflect the core focus of the study and are relevant for indexing and searchability in academic databases.

Conclusion:

The manuscript presents a well-executed study that contributes to the field of patient education and chronic disease management. It demonstrates that structured educational interventions based on Roy's Adaptation Model can positively impact knowledge, adaptive capacity, and quality of life in adults living with thalassemia. The findings have practical implications for nursing practice and healthcare education strategies.