# Australian and International Journal of Rural Education

Date: 20 May, 2015

RE

# Paul Ali, Malcolm Anderson, Cosima Mcrae, and Ian Ramsay

*The Financial Literacy of Young People:*

*Socioeconomic Status, Language Background, and the Rural-Urban Chasm*

Dear Dr Anderson

The new Editorial team would like to apologise for the delay in reviewing your paper during the transition to a new Editorial team. We have submitted your manuscript to two reviewers.  The Review Editors have considered the reviewer reports and ask that you consider revising your paper to attend to the recommendations made by the reviewers. When you resubmit your paper we will be able to make a final decision regarding publication.

Please contact us if you are unable to resubmit within three weeks.

**Reviewers' comments:**

**Reviewer #1:**

This paper has exemplified an important aspect of young rural people, in terms of financial literacy.

The introduction poses that rurality has an impact on financial literacy, and if this is the case, I would expect to see a body of literature around rurality. It was clearly a weakness in the introduction section and does not offer a strong connection to the audience of this journal. New text has been added to the Introduction and to the section titled “Socioeconomic Background, Geography, and Educational Outcomes” to address this issue. Financial literacy and socio-economic factors were well considered.

Previous AIJRE publications could assist the authors in providing important contextualisation and I had expected to see some key articles from the journal referenced in this paper. Thank you for this suggestion. We have reviewed previous issues of the journal and drawn upon some articles in the Australian and International Journal of Rural Education in the new text.

More emphasis on linking the findings from this study to the key literature in the rural, regional, remote education field is required in the final part of the paper to strengthen this paper prior to publication. We have added substantial new text to the “Discussion” section of the paper.

The paper is well written, original and offers a significant contribution to the field of rurality. With these revisions, I look forward to seeing the paper disseminated thorugh the AIJRE.

**Reviewer #2:**

This mixed method paper highlights interesting data related to rural and regional. However, it needs to highlight the rural and regional element as key features in the paper rather than a small side element.

This can be done simply by:

At the end of the introduction define rural and regional and position the focus of the paper using references from the field (see journal). We have added new text that indicates we have defined rural and regional drawing upon the Victorian Department of Education classification of schools and, as indicated above, we have added additional text to better position the paper.

Highlight the data within the results section that showed significant variance eg the f-stat and t-stat findings –related to rurality and Community SES as ‘indicative’etc,, We inserted the t-stat for the ‘Community SES’ variable: ‘(the *t*-stat was 1.281)’

After Results include a title DISCUSSION p13 to highlight your analysis of the findings. This is where you can forefront the rural and remote aspects and findings as outlined on pg 9 ‘is to interpret both rurality and LOTE as a reflection of true SES, as well as to see them as measuring unique characteristics of their own.’ We have added the title “Discussion” and, as indicated above, added new text to emphasise some of the key findings and implications.

Conclusion – manipulate the rurality issue as a significant view at the end of paragraph rather than lost centrally using relevant rural/remote references. We have revised some of the text in the Conclusion to highlight the rurality issue and mention it as the first of several issues.

This was an interesting article that would have significant appeal to the SPERA audience.

Well done.

Sincerely,

Paula Jervis-Tracey and Elaine Sharplin
On behalf of the AIJRE Editorial Team