

## The Structural Model of Relationships Between Personality Pathology Dimensions and Cyberbullying Mediated by Contingent Self-Worth in Adolescent Girls

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The sentence "With the rise of the internet and the widespread use of online platforms, virtual bullying..." could benefit from referencing more recent studies on the rise of cyberbullying post-COVID, particularly in the Iranian context.

The phrase "adolescents encountering psychological, emotional, and social crises" could be supported by providing specific data or studies from Iranian contexts showing these effects.

The data collection process lacks detail. Mentioning whether there were any incentives for participants and how ethical considerations were addressed beyond mentioning permissions would improve transparency.

In Table 1, the descriptive statistics are presented well, but the standard deviations for certain variables like "Family Support" seem large. It would be useful to comment on this in the text, as it suggests considerable variability in the sample.

The correlation matrix in Table 2 shows significant relationships, but there is no mention in the text of how multicollinearity was assessed. Addressing whether multicollinearity affected the results of the structural model is crucial.

The RMSEA value of 0.06 indicates a good model fit, but the AGFI is slightly below the commonly accepted threshold of 0.90. Discussing this discrepancy and considering whether any model modifications were considered would enhance the discussion.

The statement "Low self-worth also increases envy, resentment, and feelings of inferiority toward others" is quite general. It could be strengthened by citing specific studies that link low self-worth with these outcomes, particularly in adolescent girls.

Response: Revised and uploaded the manuscript.

### 1.2. Reviewer 2

Reviewer:

The selection of 300 participants from a pool of 145,398 should be justified more rigorously. The rationale for the sample size (e.g., citing power analysis) could improve the scientific rigor of the methodology.

The use of multi-stage cluster sampling is appropriate, but the description could benefit from detailing how schools and classes were specifically chosen. Were there any criteria for school selection beyond geographical location?

The reliability of the Contingent Self-Worth Scale is reported, but the explanation of its subscales is somewhat vague. Consider elaborating on how each of the subscales (family support, appearance, academic competence, etc.) is related to cyberbullying.

When describing the Cyberbullying Questionnaire, more context is needed about why the specific dimensions of cyberbullying were chosen. Were other dimensions (e.g., perpetration, indirect bullying) considered and excluded?

The description of the PID-5-BF (Short Form of the Personality Inventory for DSM-5) is detailed, but the reasons for using this short form versus the full version should be justified. Consider discussing the trade-off between brevity and comprehensiveness.

The claim that "students with bullying tendencies exhibit such behaviors online" could be improved by differentiating between different forms of bullying (e.g., direct versus indirect, or aggressive versus passive forms of cyberbullying).

More attention should be given to how contingent self-worth moderates the relationship between abnormal personality and cyberbullying. Specifically, it would be beneficial to discuss why certain components of self-worth (e.g., family support) might have a stronger mediating effect.

Since the study focuses on girls, the discussion would benefit from a comparison of gender-specific factors influencing cyberbullying behaviors, using data from other studies that examine boys as well.

Response: Revised and uploaded the manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.