Examining the Fit of the Psychological Well-Being Model of Adolescents Based on Early Maladaptive Schemas with the Mediation of Emotion Regulation

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E d i t o r

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R e v i e w e r s

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1. Round 1

1.1. Reviewer 1

Reviewer:

The introduction mentions the importance of positive psychology but does not clearly link it to the specific hypotheses or aims of the study. Consider explicitly stating how positive psychology theories inform your research questions.

In the paragraph discussing Ryff's multidimensional model of psychological well-being, it is mentioned that the model has received empirical support. It would be beneficial to include specific studies or meta-analyses that have validated this model to strengthen the literature review.

The description of the statistical methods should provide more detail on why specific fit indices (e.g., RMSEA, GFI, CFI) were chosen and what threshold values were used to determine model fit. This can be added to the data analysis section.

The results section mentions significant path coefficients but does not explain their practical significance. Including a discussion on the magnitude of these effects and their implications for psychological well-being would be beneficial.

The discussion section should address potential limitations of using self-report measures, as these can introduce biases such as social desirability or response style effects. Acknowledging these limitations would provide a more balanced discussion.

The manuscript could benefit from a deeper exploration of the theoretical implications of the findings. How do these results advance our understanding of the relationship between early maladaptive schemas, emotion regulation, and psychological well-being?.

Authors revised and uploaded the document.

1.2.   Reviewer 2

Reviewer:

The section "Study Design and Participants" mentions cluster sampling but does not explain why this method was chosen over others. A brief justification would help readers understand the rationale behind the sampling method.

The reliability and validity of the measures used (Ryff's Psychological Well-Being Scale, Young Schema Questionnaire, and Difficulties in Emotion Regulation Scale) are described, but it would be useful to include information on how these instruments have been validated in similar populations or contexts.

In the conclusion, more emphasis could be placed on the practical applications of the findings. For instance, how can these insights inform interventions aimed at improving adolescent psychological well-being?.

Authors revised and uploaded the document.

2.   Revised

Editor's decision after revisions: Accepted.
Editor in Chief's decision: Accepted.