



Predicting Psychological Well-Being Based on Digital Self-Efficacy and Emotional Intelligence in Students


Nasrin. Zavari¹, Majid. Mahmoudi Mozaffar^{2*}

¹ Master's Student of Clinical Psychology, South Tehran Branch, Islamic Azad University, Tehran, Iran



² Assistant Professor, Department of Psychology, South Tehran Branch, Islamic Azad University, Tehran, Iran

* Corresponding author email address: moshaverran@yahoo.com

Editor

Bahram Jowkar¹
Professor of Psychology
Department, Shiraz University, Iran
jowkar@shirazu.ac.ir

Reviewers

Reviewer 1: Mojgan Sepahmansour¹
Associate Professor, Department of Psychology, Islamic Azad University, Tehran Center. Email: mojgan.sepahmansour@iauctb.ac.ir
Reviewer 2: Narges Babakhani¹
Assistant Professor, Department of Psychology, Islamic Azad University, Roouehen Branch, Roudehen, Iran. Email: babakhani@riau.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

The introduction mentions psychological well-being as "one of the significant and emphasized topics in psychology and educational sciences." It would be beneficial to provide more recent references that highlight the growing importance of this topic in contemporary research. Consider including references from 2022 or later.

When discussing digital self-efficacy, the phrase "essential skills for academic and professional success" is used. It might be helpful to specify which academic and professional fields are most impacted by digital self-efficacy, as this can vary widely across disciplines.

In describing the digital self-efficacy scale, you note that it was standardized in Iran. It would be useful to explain how cultural differences might influence responses and whether any cultural adaptations were made during this standardization process.

The Pearson correlation table shows significant relationships between various components and psychological well-being. However, the discussion does not clarify the potential impact of multicollinearity among these predictors. Consider including a variance inflation factor (VIF) analysis to address this concern.

The R^2 values for digital self-efficacy and emotional intelligence are presented separately. To give a clearer picture of the combined impact, it would be useful to include a model that shows the combined R^2 when both predictors are included in the same regression.

The sentence "The coefficient of determination (R^2) was 0.30 for digital self-efficacy and 0.48 for emotional intelligence..." is unclear whether these models were run separately or together. Clarify this point to avoid any confusion for the reader.

Authors revised and uploaded the document.

1.2. Reviewer 2

Reviewer:

The sentence "Emotional intelligence can play an important role in psychological well-being as individuals with high emotional intelligence are better able to manage stress and life's challenges..." could benefit from a more in-depth explanation of how emotional intelligence components like empathy or self-regulation directly impact stress management.

The use of convenience sampling is acknowledged as a limitation. It would strengthen the study to discuss any efforts made to mitigate potential biases introduced by this sampling method, such as stratification or weighting techniques.

The description of the Ryff scale would benefit from more detailed information about why the 84-item version was chosen over the original 120-item scale. Was there a specific rationale related to the study's context or participant characteristics?

The description of the emotional intelligence scale includes details about reliability, but there is no mention of the validity in the current sample. Including a brief discussion of how the scale's validity was assessed or assumed in this population would be beneficial.

The discussion on the security component in digital self-efficacy would be enhanced by connecting this finding to broader literature on cybersecurity and psychological well-being. This could strengthen the argument about the importance of digital safety.

When discussing problem-solving in digital environments, the statement "Problem-solving ability in digital environments also helps individuals face more complex problems and challenges effectively" could be expanded by exploring specific types of problems (e.g., technical, social) that students may encounter.

The statement "Increasing digital self-efficacy leads to increased self-confidence and individual capabilities in facing digital and technological environments" should be backed up with evidence or examples from other studies that support this claim.

The discussion around emotional intelligence and psychological well-being could benefit from a more nuanced exploration of how different components of emotional intelligence (e.g., self-regulation vs. empathy) contribute differently to psychological outcomes.

Authors revised and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.