




Parenting Styles as Predictors of Cognitive Emotion Regulation Among High School Students




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E d i t o r	R e v i e w e r s
Valiollah Farzad  Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada v.farzad@kmanresce.ca	Reviewer 1: Zahra Yousefi  Assistant Professor, Department of Psychology, Isfahan Branch (Khorasgan), Islamic Azad University, Isfahan, Iran. Email: Z.yousefi1393@khuif.ac.ir Reviewer 2: Mohsen Golparvar  Professor, Department of Psychology, Isfahan Branch (Khorasgan), Islamic Azad University, Isfahan, Iran. mgolparvar@khuif.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

The study references the work of Agbaria, Mahamid, and Veronese (2021) on attachment patterns and emotion regulation. To strengthen this section, consider explaining how these findings relate to the specific cultural context of Tabriz, Iran, to provide a clearer rationale for your study.

The FSC Questionnaire's dimensions are well explained, but more detail on cultural adaptation (if any) for use in Iran would be valuable. Did you ensure the measure was culturally valid?

You mention the Shapiro-Wilk test results. To add depth, consider including a brief explanation of why this test was chosen and how violations of normality could impact your results.

The results are presented clearly, but the explanation would benefit from a comparison with other studies. For example, how do the mean scores for parenting dimensions compare to those in similar studies?

The descriptive statistics are comprehensive but would be more informative if you included effect sizes or a brief interpretation of the practical significance of these scores.

The significant correlations are discussed, but the implications for theory or practice are not fully explored. Expanding on why these correlations matter for educators or psychologists could add value.

The study's reliance on self-reported data is mentioned, but you should elaborate on how social desirability bias might specifically influence the responses of adolescents in this cultural context.

Authors revised and uploaded the document.

1.2. Reviewer 2

Reviewer:

This statement outlines the strategies but lacks examples from the Iranian context. Including region-specific examples could enhance the cultural relevance and comprehensibility of the article.

The description of the cross-sectional design is clear but does not specify any potential limitations related to this design, such as the inability to infer causality. Consider adding a sentence that acknowledges these limitations.

You used a multistage cluster random sampling method. It would be beneficial to specify why this method was chosen over other sampling techniques and how it impacts the study's generalizability.

The CERQ's reliability is mentioned, but the exact reliability coefficients (e.g., Cronbach's alpha) for the current sample are missing. Including these values would strengthen the methodological rigor.

The explanation of the regression analysis is robust, but consider clarifying why you selected linear regression over other potential models, such as logistic regression.

The R^2 value is reported as 0.46. Discussing whether this amount of explained variance is considered strong, moderate, or weak in the context of emotion regulation research could aid reader comprehension.

The link between warmth and cognitive emotion regulation is well established. However, you could deepen the discussion by considering potential mediators or moderators, like socioeconomic status or parental mental health.

Authors revised and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.