

Modeling Anxiety Sensitivity Based on Early Maladaptive Schemas and Cognitive Emotion Regulation Strategies with the Mediating Role of Parenting Styles


Sara. Aman Alah Khani Ghashghaee¹, Hojatollah. Javidi^{2*}, Hossein. Baghooli²

¹ PhD student in general psychology, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran



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

* Corresponding author email address: javid952@hotmail.com

Editor

Thseen Nazir¹
Professor of Psychology and
Counseling Department, Ibn Haldun
University, Istanbul, Turkey
thseen.nazir@ihu.edu.tr

Reviewers

Reviewer 1: Mohammadreza Zarbakhsh Bahri¹
Associate Professor, Department of Psychology, Tonekabon Branch, Islamic Azad
University, Tonekabon, Iran. Email: M.Zarbakhsh@Toniau.ac.ir
Reviewer 2: Seyed Ali Darbani¹
Assistant Professor, Department of Psychology and Counseling, South Tehran
Branch, Islamic Azad University, Tehran, Iran.
Email: Ali.darbani@iau.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

The literature review could be enhanced by including more recent studies beyond those cited, such as research published within the last two years, to ensure the most current understanding of anxiety sensitivity and its related constructs.

Provide clear operational definitions for key constructs such as "anxiety sensitivity," "early maladaptive schemas," and "cognitive emotion regulation strategies" at the beginning of the Methods section to ensure that readers without specialized knowledge can understand the study.

The section on measurement tools should include more detail on the validity and reliability of the instruments used. For example, elaborate on the psychometric properties of the ASI-R and how these properties support its use in the study.

Specify the exact timeframe during which the data collection occurred. This information is crucial for understanding the context and potential temporal influences on the data.

The discussion section should integrate the study's findings with existing literature more comprehensively. For example, compare and contrast the findings with those from recent studies by Byers et al. (2023) and Wheaton et al. (2012).

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

In the introduction, the statement "Although most young individuals transition from adolescence successfully and without encountering significant issues challenges and obstacles during this period can hinder the full utilization of one's abilities and potential" needs rephrasing for clarity. Consider breaking it into two sentences to enhance readability.

In the Methods and Materials section, clarify the justification for selecting a sample size of 100 students, especially given the citation of Kline's (2010) criterion. Ensure the explanation for how 570 participants were ultimately selected is coherent and logically presented.

While the use of SPSS and AMOS software is mentioned, provide a more detailed explanation of the specific statistical methods employed, such as how SEM was applied and any model fit indices used.

In the Results section, the correlation matrix in Table 2 should be accompanied by a discussion on the implications of these correlations for the proposed model. This will help readers understand the relationships between variables better.

In Figure 1, ensure all paths are clearly labeled and explained in the text. The description should detail why only significant paths are depicted and what those paths indicate about the relationships between variables.

The discussion on direct and indirect effects should be expanded to include more interpretation of what these effects mean in practical terms. For instance, what are the implications of the significant indirect effects mediated by parenting styles?.

The mediation analysis should be detailed further. Explain how the mediation effect of parenting styles was tested and the rationale for considering these styles as mediators.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.