




Parental Meta-Emotion as a Mediator Between Perfectionism and Self-Handicapping in Adolescents

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E d i t o r	R e v i e w e r s
Ahmad Amani  Associate Professor, Counseling Department, University of Kurdistan, Sanandaj, Iran a.amani@uok.ac.ir	Reviewer 1: Sara Nejatifar  Department of Psychology and Education of People with Special Needs, Faculty of Educational Sciences and Psychology, University of Isfahan, Isfahan, Iran. Email: s.nejatifar@edu.ui.ac.ir Reviewer 2: Kamdin. Parsakia  Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: kamdinarsakia@kmanresce.ca

1. Round 1

1.1. Reviewer 1

Reviewer:

Clarify explicitly why examining parental meta-emotion as a mediator is theoretically and practically important for adolescent development. Mention briefly the gap in the existing literature.

Provide brief details of how clusters were determined and the selection criteria used at each stage to ensure clarity about the sampling method.

Explain briefly why adolescence is specifically vulnerable to self-handicapping compared to other developmental stages, citing specific developmental theories or literature.

Provide a brief theoretical rationale or explanation for why positive versus negative meta-emotions have these opposing impacts on psychological outcomes.

Include a brief sentence clarifying what "leadership" means within the context of parental meta-emotion, as this term may be unclear to some readers unfamiliar with the measure.

Address why the "Parental Criticism" subscale has notably lower reliability (.47) compared to other subscales, and discuss the potential implications for your results.

Clarify why supportive parental meta-emotion specifically reduces adolescents' self-handicapping, referencing self-determination theory or attachment theory explicitly.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

Given this very strong relationship, briefly contextualize why perfectionism would so strongly predict self-handicapping theoretically or from prior research, as this magnitude seems unusually high.

Revise grammar for clarity: consider "However, the application of this distinction during adolescence remains largely unexplored."

Provide a brief interpretation of why this positive correlation might occur, given that theoretically, some dimensions of perfectionism are maladaptive.

Strengthen this claim by explicitly discussing specific theoretical frameworks or models that explain this relationship.

Clarify how adolescents' perfectionism directly impacts parental emotions, as this directionality might be counterintuitive. Alternatively, discuss if you meant that parental reactions might influence adolescents' perfectionistic tendencies instead.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.