



Loss Experience and Emotional Maturity: The Mediating Role of Reflective Functioning


Nino. Mchedlidze¹, Dimitra. Kalogeropoulos^{2*}

¹ Department of Clinical Psychology, Ivane Javakhishvili Tbilisi State University, Tbilisi, Georgia



² Department of Clinical Psychology, University of Crete, Rethymno, Greece

* Corresponding author email address: d.kalogeropoulos@uoc.gr

Editor

Anela Hasanagic
Full Professor, Department of
Psychology, Faculty of Islamic
Education, University of Zenica,
Bosnia and Herzegovina
anela.hasanagic@unze.ba

Reviewers

Reviewer 1: Elham Azarakhsh
Department of Psychology, Islamic Azad University, Qom Branch, Qom, Iran.
Email: elhamazarakhsh@qom.iau.ac.ir
Reviewer 2: Seyed Ali Darbani
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 sentence "Moreover, longitudinal studies have highlighted the neurological underpinnings..." refers to neuroscience but does not clearly connect the cited studies to emotional maturity. Please elaborate on which specific neural mechanisms or structures are relevant and how they relate to the study variables.

The authors state that "descriptive statistics (mean, standard deviation, frequency, and percentage)" were used but omit skewness/kurtosis values and their respective cutoffs. Please specify the statistical thresholds used to determine acceptable normality.

The description "reflects a fairly high level of maturity across emotional domains" is interpretive. Please specify the EMS scale range and benchmarks used to classify the average score of 167.58 as "high."

The statement "supporting its role as a beneficial cognitive-affective mechanism" is interpretive rather than descriptive. It should be moved to the Discussion and replaced with a neutral summary of the statistical findings.

The authors write that "no cases exceeded the critical χ^2 value of 16.27..." for Mahalanobis distance, but this is only valid for $df = 3$. Please clarify how $df = 3$ applies here, given multiple predictors and outcomes.

The authors refer to the Greek context and cultural emphasis on emotional expressiveness. Please provide a citation or ethnographic source supporting this characterization of Greek adolescent emotional culture.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The sentence "Reflective functioning, in this regard, may act as a cognitive-affective bridge..." is conceptually strong but underexplored. Please clarify whether RF is conceptualized as a trait, a skill, or a developmental outcome in this study.

The authors write, "For example, the death of a pet or prolonged separation..." but this is anecdotal. Please provide empirical support for the differential emotional impact of various loss types in adolescence.

The sentence "Notably, the trajectory from early emotional socialization..." introduces multiple variables (family dynamics, peer relationships, trauma), but none are operationalized or linked directly to the study model. Clarify their role or consider streamlining to maintain conceptual focus.

The indirect effect (-0.62 , $SE = 0.11$, $\beta = -0.17$) is described as significant but without a formal test of mediation (e.g., Sobel test or bootstrapped CI). Please report how the significance of mediation was established.

The sentence "suggesting that adolescents who experienced more intense... losses..." does not distinguish between acute and chronic loss. Please consider differentiating between types of loss and their unique emotional sequelae.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.