




# Identifying the Dimensions of Love in Adolescence from the Perspective of Adolescents in Qazvin Province: A Study Based on Grounded Theory

Arezu. Ghafoori<sup>1</sup>, Mohammad Mahdi. Shariat Bagheri<sup>2\*</sup>, Keyvan. Salehi<sup>3</sup>


<sup>1</sup> PhD Candidate in Educational Psychology, Department of Clinical-Educational Psychology, CT.C., Islamic Azad University, Tehran, Iran.

<sup>2</sup> Assistant Professor, Department of Clinical-Education Psychology, CT.C., Islamic Azad University, Tehran, Iran.



<sup>3</sup> Associate Professor, Department of Methods, Educational Planning, and Curriculum, Faculty of Psychology and Education, University of Tehran, Tehran, Iran.

\* Corresponding author email address: m.shariatbagheri@iauctb.ac.ir

## 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:** 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:** Mohammad Salehi  
Associate Professor, Department of Educational Management, Sari Branch, Islamic Azad University, Sari, Iran. Email: drsalehi@iausari.ac.ir

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The mention of Saeb Tabrizi (2024) is intriguing, but lacks integration. Please clarify how historical literary depictions of love influence adolescent identity or emotional schemas in contemporary Iran.

The manuscript mentions using MAXQDA but does not describe its functions (e.g., code frequency analysis, co-occurrence matrix) utilized in this study. Detail would enhance methodological transparency.

Although the dimensions are clearly listed, it is unclear whether these were derived inductively or through axial coding. Please clarify the process of category development.

The paragraph states, “This personality trait is linked to reactivity toward novelty...” —the term “personality trait” may be misleading in this context. Is novelty-seeking considered a developmental tendency or a stable trait here?

While illustrative, most are focused on positive or intense emotional experiences. Consider balancing with more quotes that reflect negative or ambivalent experiences for representational diversity.

“A unique finding was the deep influence of Persian literary and poetic imagery...” — This is a strength of the study. Consider integrating a brief thematic analysis of recurring cultural or poetic motifs found in the participant narratives.

Authors uploaded the revised manuscript.

## 1.2. Reviewer 2

Reviewer:

While Reyna & Farley (2006) are cited regarding adolescent brain development, the discussion would benefit from more recent neuroscientific literature (post-2020) to ensure relevance and theoretical freshness.

The sentence “Yet, despite the growing interest in adolescent love, much of the existing literature is rooted in Western contexts...” — This important gap could be emphasized earlier in the introduction to frame the novelty of the study more explicitly.

The phrase “a widely accepted strategy in qualitative research” in reference to purposive sampling is too generic. Consider citing a key qualitative methodology reference (e.g., Patton or Creswell) to strengthen this methodological justification.

The explanatory matrix is useful but visually dense. You may consider separating it into two diagrams or simplifying the categories for clearer communication of theoretical structure.

The sentence “adolescent love is not merely a fleeting emotional episode but an essential component of psychosocial identity development” could be supported with more direct evidence from the findings.

The idea of “perceived emotional similarity” is compelling. However, the manuscript does not indicate whether this was an emergent code or an interpretation. Clarify the coding process that led to this conceptual insight.

Authors uploaded the revised manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.