

# Prioritization of Personality and Environmental Predictors of Emotional Dysregulation among High School Students

Syarifah. Maisarah<sup>1\*</sup>, Mei-Ling. Chen<sup>2</sup>

<sup>1</sup> Faculty of Social Sciences & Liberal Arts, Department of Psychology, UCSI University, Kuala Lumpur, Malaysia

<sup>2</sup> Department of Educational Psychology and Counseling, National Taiwan Normal University, Taipei, Taiwan

\* Corresponding author email address: symaisarah@ucsiuniversity.edu.my

## Editor

Gholamreza Rajabi  
Professor of Counseling  
Department, Shahid Chamran  
University, Ahvaz, Iran  
rajabireza@scu.ac.ir

## Reviewers

**Reviewer 1:** Mahdi Khanjani  
Associate Professor, Department of Psychology, Allameh Tabataba'i University,  
Tehran, Iran.  
Email: khanjani\_m@atu.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:

When stating that “emotional dysregulation has become an increasingly salient issue in adolescent psychology”, please provide epidemiological data or a recent meta-analysis reference to quantify this trend for stronger empirical grounding.

The link between personality and contextual factors is well explained, but the sentence “Emotional dysregulation has been linked with impulsive and neurotic personality profiles” would benefit from distinguishing between correlational and causal evidence, as current phrasing implies causality.

The discussion of impulsivity cites multiple sources but could further clarify how the “urgency model” operationalizes emotional dysregulation. Including a short definition or schematic overview of the model would help readers unfamiliar with Cyders’ framework.

The description of alexithymia could be strengthened by integrating neurocognitive mechanisms (e.g., anterior insula or prefrontal deficits) to align with recent affective neuroscience findings and deepen theoretical grounding.

The digital and coping sections are thorough, but consider reorganizing them under a single “behavioral regulation mechanisms” heading to highlight how digital exposure and coping deficits jointly affect regulation processes.

Authors uploaded the revised manuscript.

## 1.2. Reviewer 2

Reviewer:

The section “The family context is one of the most influential environmental predictors...” effectively integrates cross-cultural literature but would be improved by specifying whether the cited studies (e.g., Rosharudin et al., 2023) were conducted within Southeast Asia to contextualize cultural comparability.

In “Beyond family dynamics, peer relationships constitute a powerful environmental domain...” the role of online peer relationships could be more explicitly separated from offline interactions, as both operate under different emotional contingencies in adolescents.

The paragraph on academic pressure could elaborate on whether “teacher–student tension” was treated as a subcategory under academic stress or as a distinct relational construct in your thematic framework.

The sentence “Intervention research has underscored the effectiveness of emotion regulation training in school settings” cites multiple sources but lacks critical synthesis. Consider briefly discussing differential efficacy across modalities (e.g., DBT vs. CBT-based school interventions).

The claim “Emotional dysregulation does not merely constitute a transient emotional difficulty but is a transdiagnostic mechanism” is strong; provide evidence from large-scale or meta-analytic studies to substantiate its “transdiagnostic” characterization.

The aim statement “To address these gaps, the current research adopts a mixed-method approach...” should explicitly state the research questions or hypotheses, clarifying how “prioritization” is operationally defined and statistically assessed.

The summary “These findings illuminate the multi-level and interdependent nature of adolescent emotion regulation” would be stronger if supported by citation or by directly linking to Bronfenbrenner’s or Gross’s theoretical models mentioned earlier.

Authors uploaded the revised manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.