

The Relationship Between Emotional Schemas and Self-Compassion with the Regulation of Psychological Needs in Students

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1. Round 1

1.1. Reviewer 1

Reviewer:

In the sentence “Studies with adolescents, university students, and adults have shown that the satisfaction and balance of basic needs predict higher engagement...”, the authors cite broad work but do not explain how these findings specifically motivate the current sample and research question. The argument feels descriptive rather than analytical.

In the paragraph starting with “One important set of processes that may influence the regulation of psychological needs involves emotional schemas...”, the manuscript describes emotional schemas conceptually but does not specify how these schemas theoretically interfere with autonomy, competence, and relatedness. A more explicit mechanism connecting schema content to need frustration would enhance coherence.

In the BPNS section, the manuscript states “Psychometric properties of the Persian version have been examined and confirmed...”, but does not specify whether the current study’s factor structure was verified (e.g., CFA). This is important because scale validity may shift across populations.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The paragraph “Despite this growing literature, there remains a noticeable gap in research directly examining the combined contribution...” correctly identifies a gap, but the final sentence does not sufficiently justify why emotional schemas and self-compassion should be examined together. The reviewer recommends adding a theoretical rationale for their “combined” predictive potential.

In the Methods section, the sentence “three faculties—Physical Education, Humanities, and Pharmacy—were first randomly selected...” lacks explanation on how randomness was operationalized (e.g., random number generator, drawing lots). The manuscript should clarify to ensure replicability.

The paragraph noting that “350 students were selected according to Krejcie and Morgan’s table...” would benefit from a brief justification of why this table was chosen instead of power analysis. For correlational and regression studies, power estimation is often more appropriate.

In the sentence “the researcher attended the university, introduced herself, and selected the sample students...”, the selection process appears researcher-led rather than random. This could introduce sampling bias. More detail is needed to clarify safeguards against researcher influence.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.