

Identifying Generational Gaps in Emotional Expression among Youth and Parents

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R e v i e w e r s

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1. Round 1

1.1. Reviewer 1

Reviewer:

While conceptually sound, this opening does not sufficiently highlight the research gap addressed by the current study. Strengthen this section by explaining what previous research in emotional expression across generations in multicultural contexts has not yet explored.

This paragraph merges cultural and generational differences without clearly separating their analytical boundaries. Clarify whether “collectivist traditions” are treated as cultural antecedents or generational mediators. Adding theoretical framing from cross-cultural psychology would improve precision.

Although sample demographics are adequate, add a justification for cross-cultural diversity—did the analysis compare immigrant versus Canadian-born families, or was diversity used only to enrich interpretation? Clarifying this will strengthen transferability.

Good methodological choice, but specify which phase produced the final five themes and whether coding was inductive, deductive, or hybrid. Mention whether intercoder reliability or consensus coding was used for trustworthiness.

Excellent thematic clarity, yet the analysis would be strengthened by including frequency indicators or contrasting cases (e.g., “Most parents (8/10) emphasized restraint...”). This enhances qualitative rigor through transparency.

While insightful, this paragraph risks overgeneralization. Suggest specifying which cultural groups these contrasts applied to, or insert cautionary phrasing (“some participants of immigrant backgrounds reported...”).

Excellent participant quote. However, add a reflexive comment explaining how the researcher interpreted such narratives to avoid merely descriptive reporting and demonstrate interpretive depth consistent with phenomenological analysis.

Response: Revised and uploaded the new document.

1.2. Reviewer 2

Reviewer:

While novel, the transition from psychosocial to neurobiological discussion feels abrupt. Integrate citations or a bridging sentence explaining why including neurobiological literature strengthens the rationale for a phenomenological (qualitative) design.

The term “generational gaps” is central but undefined. Include a concise conceptual definition early in the introduction, distinguishing between developmental, cultural, and historical dimensions of “generation” to guide interpretation.

This aim could be made more analytically focused. Specify whether the goal was descriptive (identification) or interpretive (understanding meaning and mechanisms) to clarify epistemological stance.

Clarify how these channels were balanced to avoid recruitment bias (e.g., overrepresentation of digitally literate families). Also, describe any ethical approvals or consent procedures for adolescent participants.

This section combines several subthemes in one paragraph. For better coherence, separate conflict styles from emotional support expectations to highlight the analytic distinction between interactional patterns and empathic needs.

Consider linking this theme explicitly to theoretical constructs of emotional co-regulation or resilience theory, which would elevate interpretation beyond description.

The discussion effectively references literature but could benefit from deeper theoretical integration (e.g., family systems theory, attachment theory). Position findings within these frameworks to demonstrate conceptual contribution.

Provide more nuanced discussion on acculturation levels (first- vs. second-generation) and whether language proficiency or cultural identity moderated emotional expression differences.

Response: Revised and uploaded the new document.

2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.