



The Impact of Fear of Negative Evaluation and Social Competence on Moral Reasoning in Individuals with ADHD


Vida. Alizadeh Moein¹, Ayşe. Şahin^{*2}

¹ Master's student in child and adolescent clinical psychology, Department of Psychology, Khomeini Shahr Branch, Islamic Azad University, Isfahan, Iran.



² Manavgat Faculty of Social and Human Sciences, Akdeniz University, Antalya, Turkey

* Corresponding author email address: ayseşahin@akdeniz.edu.tr

Editor

Ghorban Hemati Alamdarloo
Associate Professor, Department of Exceptional Children, Shiraz University, Shiraz, Iran
ghemati@shirazu.ac.ir

Reviewers

Reviewer 1: Ali Akbar Soleymanian
Associate Professor of Counseling Department, Bojnord University, Iran. Email: Soleymanian@ub.ac.ir
Reviewer 2: Hajar Torkan
Assistant Professor, Department of Psychology, Islamic Azad University, Isfahan Branch (Khorasgan), Isfahan, Iran. h.torkan@khuisf.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

"One area of particular interest in ADHD research is the impact of these symptoms on moral reasoning and social competence." The introduction would benefit from a clearer explanation of why understanding moral reasoning and social competence in individuals with ADHD is crucial. Please provide more context or background information to highlight the importance of this research.

"The validity and reliability of the DIT have been confirmed in numerous studies making it a standard tool in moral psychology research." While the DIT is a well-established tool, consider mentioning any limitations or criticisms of the DIT in measuring moral reasoning to provide a balanced view.

The presentation of descriptive statistics is clear, but the table would benefit from including the range of scores for each variable to provide more context on the distribution of the data.

"There was a significant negative correlation between moral reasoning and fear of negative evaluation ($r = -.42$ $p < .001$)." Please elaborate on the potential implications of this finding in the context of existing literature on ADHD and moral reasoning.

"The sample was drawn from clinical settings which may limit the generalizability of the findings to the broader ADHD population." Discuss the characteristics of the clinical sample and how they might differ from the general ADHD population.

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

"Research has demonstrated that moral reasoning is not only a cognitive process but also deeply intertwined with emotional and social competencies." This statement should be supported by specific examples or references from previous studies to strengthen the argument.

"Participants were selected through a combination of convenience and purposive sampling methods from various clinical settings." Please provide more details on the recruitment process and any potential biases that might arise from using convenience and purposive sampling.

"The FNE consists of 30 items that respondents rate on a 5-point Likert scale." It would be helpful to provide examples of the types of items included in the FNE to give readers a better understanding of what is being measured.

"The Social Skills Rating System (SSRS) developed by Frank M. Gresham and Stephen N. Elliott in 1990 assesses social competence in children and adolescents." Since the study involves adults with ADHD, please explain how the SSRS has been adapted or validated for use with this population.

"Before conducting the main analyses the assumptions of normality linearity multicollinearity and homoscedasticity were checked and confirmed." Consider providing more details on how these assumptions were tested and the specific criteria used to confirm them.

"Fear of negative evaluation and social competence together accounted for 34% of the variance in moral reasoning." Discuss the practical significance of this finding and how it compares to similar studies in the field.

"The findings revealed significant correlations and predictive relationships between these variables." This section would benefit from a more detailed comparison with previous research findings to highlight the novelty or consistency of the study's results.

"The positive relationship between social competence and moral reasoning underscores the importance of social skills in moral development." Provide specific examples of interventions or programs that have successfully enhanced social competence and moral reasoning in individuals with ADHD.

"The cross-sectional design limits our ability to draw causal inferences." Suggest potential experimental or longitudinal designs that could address this limitation in future research.

Authors revised the manuscript and uploaded the document.

2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.