


The Relationship Between Social Cognition and Loneliness in Gifted Underachievers: The Mediating Role of Rejection Sensitivity

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E d i t o r

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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:

In the sentence, "Although most studies on social cognition have focused on clinical populations..." consider referencing key literature on gifted populations to justify why they are at risk despite not being clinical (e.g., asynchronous development, heightened sensitivity).

The sentence "Gifted underachievers also frequently exhibit internalizing tendencies..." would be strengthened by citing prevalence rates or empirical findings specific to this group rather than general adolescent trends.

The sentence "While existing studies have predominantly examined these constructs in isolation..." should clearly state the novelty of this study: is it the specific combination of variables, the gifted underachieving population, or the Argentine context?

The criteria "IQ \geq 120" and "GPA below the 50th percentile..." are appropriate, but the rationale for the specific GPA cutoff could be further justified. Why not 25th percentile? What literature supports this criterion?

You mention "Cronbach's alpha values typically above 0.90" for the UCLA Loneliness Scale, but please report the alpha obtained in your own sample. Internal consistency in the present study must be stated.

The RSQ scoring method is complex. Please consider adding an example to clarify how the composite score is derived for unfamiliar readers.

Please compare the loneliness mean ($M = 46.75$) to normative data on the UCLA scale. Is this significantly above average, or simply elevated relative to midpoint? Interpretation is lacking.

The sentence "These results support the hypothesis that deficits in social cognition are associated with increased RS and higher loneliness" should acknowledge that correlation does not imply causation.

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

The authors write, "gifted underachievers... may be especially prone to such hypervigilant reactions." Please clarify what evidence or prior studies support this assertion, or reframe it as a theoretical proposition rather than an empirical claim.

The phrase "RS can act as a psychological amplifier..." is strong and compelling. Consider deepening this idea by briefly citing mechanisms (e.g., emotion dysregulation, rumination) supported in the literature.

In this paragraph referencing He et al. (2024) and Fan et al. (2022), the logical bridge between cyberloafing/internet use and loneliness in gifted adolescents is weak. Clarify the relevance of these studies to your target population.

Although most fit indices are reported, please include the SRMR (Standardized Root Mean Square Residual) if available, as this is now widely recommended in SEM reporting guidelines.

The discussion of asynchronous development as a contributor to misperceptions is insightful. Consider citing Dabrowski's theory of overexcitabilities, which is often used in the gifted education literature.

Authors revised the manuscript and uploaded the document.

2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.