

# Structural Model Explanation of the Relationship Between Early Maladaptive Schemas and Adaptation in Students: The Mediating Role of Coping Strategies

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The statement could benefit from adding references that support the connection between higher education and economic growth.

Clearly define "adaptation" as it is used in the context of this study, as the term may vary across disciplines.

Provide more details about why path analysis was chosen as the most appropriate method and discuss potential limitations of this approach.

The discussion of working memory and anxiety needs further elaboration, particularly connecting it to the study's specific findings.

Include examples or previous studies demonstrating how these schemas manifest in coping strategies.

Highlight how the reliance on self-report measures might bias the results and suggest potential ways to mitigate these in future studies.

Summarize the practical implications of the findings for counseling or educational interventions.

Add why SPSS 24 and AMOS 24 were chosen for this analysis and what advantages they provided.

Response: Revised and uploaded the manuscript.

*1.2. Reviewer 2*

Reviewer:

Elaborate on why this tool was specifically suitable for the sample population, considering cultural or demographic relevance.

Clarify how exclusion criteria such as “severe mental disorders” were assessed and by whom.

Add a short explanation of how the correlations were interpreted to guide readers unfamiliar with these coefficients.

Expand on the type and strength of the mediation to provide deeper insights.

Consider citing additional studies that reinforce this assertion for a stronger argument.

Provide more detail on why emotion-focused and problem-focused coping were the focus of this study.

Add real-world applications or hypothetical scenarios to illustrate how these findings could be implemented in practice.

Response: Revised and uploaded the manuscript.

**2. Revised**

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.