







Comparison of Difficulty in Emotion Regulation, Emotional Literacy, and Sexual Knowledge and Attitudes in Married Female Students with Emotional Divorce Experience and Other Married Female Students

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E d i t o r	R e v i e w e r s
Seyed Hamid Atashpour  Associate Professor, Department of Psychology, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran hamidatashpour@gmail.com	Reviewer 1: Mohammad Hassan Ghanifar  Assistant Professor, Department of Psychology, Birjand Branch, Islamic Azad University, Birjand, Iran. Email: ghanifar@iaubir.ac.ir Reviewer 2: Abotaleb Saadati Shamir  Assistant Professor, Department of Educational Sciences, University of Science and Research, Tehran, Iran. Email: psychology@iau.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

The paragraph beginning with “Despite growing interest in emotional divorce, important gaps remain in the literature” claims that married university students represent a vulnerable population. However, the introduction does not provide empirical references supporting this assumption. Please clarify why this demographic is theoretically meaningful and discuss developmental factors (e.g., early adulthood role strain).

In the results section, large partial eta-squared values such as Partial $\eta^2 = 0.761$ for emotion regulation are reported. However, the manuscript does not interpret these values. Please add an interpretation using conventional benchmarks (small/medium/large) or provide contextual justification, as these values indicate unusually large between-group effects.

In the Results section, the manuscript states: “The results of this examination showed that all data followed a normal distribution (between +2 and -2).” Skewness/kurtosis values are not provided. Please include numerical values or a table to substantiate this claim.

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer:

In the Measures section, you state: “Higher scores indicate higher levels of emotional divorce. In some versions... couples are classified into three levels.” Because there are multiple versions of the EDQ, please specify which cutoff criteria you used in the present study to identify participants with and without emotional divorce experience.

In Methods and Materials, you write: “600 married students... were selected through convenience sampling, and the Gottman Emotional Divorce Questionnaire was administered.” Please clarify whether the 600 students represent the entire accessible population, and describe response rate, inclusion/exclusion criteria, and whether any participants were removed for missing data.

In the Measures section on the Iranian Family Psychological Functioning Scale (2012), you state that only the emotional literacy component was used. Please provide factor loadings or Cronbach’s alpha specific to the emotional literacy section, as the cited reliability pertains to the entire scale.

The paragraph reporting correlations includes the sentence “These results indicate that the dependent variables... have moderate to high correlations.” Given that emotional literacy and sexual knowledge/attitudes correlate at $r = 0.791$, there may be conceptual overlap. Please discuss whether multicollinearity threatens internal validity.

Response: Revised and uploaded the manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.