

Development of a Model of Students' Subjective Well-Being Based on Attachment Styles, Self-Compassion, and Emotion Regulation Styles with the Mediating Role of Quality of Life

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E d i t o r	R e v i e w e r s
Maryam Fatehizade ¹ Professor of Counseling Department, Faculty of Educational Sciences and Psychology, Isfahan University, Iran m.fatehizade@edu.ui.ac.ir	Reviewer 1: Zahra Yousefi ¹ Assistant Professor, Department of Psychology, Khorasgan Branch, Islamic Azad University, Isfahan, Iran. Email: yousefi1393@khuif.ac.ir Reviewer 2: Mehdi Rostami ² Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: dr.mrostami@kmanresce.ca

1. Round 1

1.1. Reviewer 1

Reviewer:

The sentence "The student period is a highly stressful and exciting phase for students..." seems repetitive. Consider rephrasing or consolidating it with subsequent explanations for conciseness.

While Cronbach's alpha values are reported, the lack of exploratory or confirmatory factor analysis for scales like the WHOQOL-BREF raises concerns. Include more details about validity checks.

The mean and SD values are reported; however, effect sizes are not consistently mentioned. Including these would provide readers with a clearer interpretation of the relationships.

The sentence "Emotional suppression may seem beneficial in the short term..." assumes the reader understands suppression's societal or situational contexts. Provide specific examples or references.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The introduction heavily relies on secondary sources to define subjective well-being. Including a brief mention of any specific gap this study addresses could enhance the rationale.

The discussion on attachment styles (Fraley & Shaver, 2021) lacks reference to cultural or societal influences. Consider integrating context-specific nuances, especially since the study is conducted in Iran.

In the section "Subjective Well-Being", reverse-scoring items are listed. To avoid overwhelming the reader, consider moving these details to an appendix.

The structural equation model lacks sufficient labeling. For example, path coefficients or error variances for mediating effects are not visually represented. Enhance the figure with these details.

The interpretation of standardized and unstandardized coefficients is missing. Add a brief explanatory note below the table to clarify its relevance to the hypotheses.

The statement "Secure attachment... leads to an increase in subjective well-being" could benefit from theoretical elaboration. Include explanations about underlying psychological mechanisms.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.