

Identity Styles and High-Risk Behaviors in Adolescence: Evolution from Early to Late Stages

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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:

The categorization relies on Barrett (1996). It would strengthen the argument to cite more recent developmental psychology literature to support the continued relevance of this tripartite framework.

Some of the cited studies are from culturally distinct contexts. Please justify why these findings are transferable to the Iranian adolescent population, or note potential cultural limitations.

Indicate whether adjustments for multiple comparisons (e.g., Bonferroni correction) were made, given the large number of pairwise tests performed.

Given the numerous correlations, it would be valuable to discuss whether the pattern might be influenced by Type I error inflation or whether corrections were applied.

This exception is intriguing; consider reporting possible explanations or exploring whether the non-significance is due to weaker effect sizes or sample variability.

Include a brief note on how these interventions could be culturally adapted for the Iranian context, given the influence of sociocultural norms.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The claim is important but would benefit from additional citations of meta-analyses or systematic reviews demonstrating this methodological gap in prior research.

Given the sensitive nature of questions (e.g., substance use, sexual behaviors), provide more detail on measures taken to ensure truthful responses and reduce social desirability bias.

The psychometric evidence presented is strong, but it would be helpful to report the Cronbach's alpha values obtained for each subscale specifically in the current sample, rather than relying solely on prior studies.

Specify whether these are two-tailed tests and confirm the alpha level used. This will ensure transparency in statistical interpretation.

Consider integrating more discussion on potential developmental neuroscience explanations for why cognitive immaturity limits the effectiveness of the informational style in early adolescence.

The discussion here would benefit from explicit linkage to the Fisher's Z results to demonstrate how statistical comparisons support the narrative.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.