

Meaning-Making Processes in Adolescents After Experiencing Parental Divorce

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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 phrase “fragmented or maladaptive meaning-making” is important but vague. Please clarify what constitutes maladaptive meaning-making in adolescents—e.g., does it relate to unresolved grief, blame, or cognitive distortions?

You note that “reflexivity was maintained to account for researcher bias”—please elaborate on how this was operationalized. For example, was a reflexive journal kept? Were audit trails used?

The quote “I didn’t know why I was crying all the time...” is powerful. However, it would be useful to indicate whether emotional dysregulation was more prominent in early vs. later stages post-divorce.

The sentence “I had to be the strong one...” signals role reversal. Please elaborate on whether such cases were coded as “parentification,” and if so, how this impacted long-term adjustment.

The phrase “My grandma blamed my mom...” suggests intergenerational conflict. This theme seems underexplored. Consider expanding this into a subcategory to reflect the role of extended family in narrative shaping.

The subcategory “Spiritual and Philosophical Reflection” is intriguing. Please provide more detail on how religious coping compared to secular philosophical reasoning, and whether these differed by gender or age.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The citation of a “large-scale Lebanese study” (Obeïd et al., 2021) is effective but lacks context. Please specify the sample size and whether findings are generalizable to Western adolescent populations, given cultural differences.

The sentence “girls are more likely to experience internalizing symptoms...” is accurate but could be enhanced by briefly indicating why gender differences emerge, such as socialization or hormonal factors, supported by existing literature.

The statement “adolescents are forced to make sense of not only what happened, but also what it means...” could benefit from a transition into meaning-making theory more explicitly. Please briefly link this insight to Park’s (2010) model or similar frameworks.

The sentence “These findings are consistent with research suggesting adolescents...may feel compelled to stabilize their environment...” could benefit from critical evaluation. Are such roles protective or harmful, or does it depend on individual context?

The discussion of peer support is strong. However, there’s a missed opportunity to address online peer communities or digital spaces as sources of validation or misinformation post-divorce.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.