




Parental Rejection and Emotional Reactivity: The Mediating Role of Self-Esteem

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E d i t o r	R e v i e w e r s
John S. Carlson  Distinguished Professor of the Department of Educational Psychology, Michigan State University, East Lansing, MI, United carlosoj@msu.edu	Reviewer 1: Mohammad Salehi  Associate Professor, Department of Educational Management, Sari Branch, Islamic Azad University, Sari, Iran. Email: drsalehi@iausari.ac.ir Reviewer 2: Shahrokh Makvand Hoseini  Associate Professor, Department of Psychology, Semnan University, Iran. Email: shmakvand@semnan.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

The claim that “parental rejection stands out as a powerful environmental predictor of emotional vulnerability” is strong. Consider adding a brief empirical reference with effect sizes to support the comparative claim against other predictors like peer rejection or trauma exposure.

The justification for the current study ends rather abruptly. Strengthen this paragraph by linking the identified literature gaps (e.g., mediational mechanisms, large Chinese samples) explicitly to your study aims and hypotheses.

The study uses the Morgan and Krejcie table for determining sample size, but does not report the estimated population size. Please include this value to validate the choice of 600 participants.

The section mentions that assumptions were confirmed, but the methods of assessment (e.g., Shapiro-Wilk for normality or scatterplots for linearity) are not described. Include specifics for reproducibility.

The paragraph states “moderately low level of self-esteem” with a mean of 24.81, but this is not interpreted against known normative ranges for the RSES. Provide contextual interpretation (e.g., average norms in similar populations).

While correlations are significant and theoretically consistent, partial correlations controlling for demographic factors (e.g., gender, age) might yield clearer insights. Consider including this analysis.

The model fit is acceptable, but the χ^2 value is statistically significant ($\chi^2 = 214.87$, $df = 85$), which may suggest some model misfit. Discuss this limitation and justify continued use of the model.

The structural model is mentioned, but the figure is not described in-text. Add a brief interpretation of the paths and mediational flow presented in Figure 1 to help readers link it with the narrative.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The sentence “Neuroimaging studies have shown that the amygdala and prefrontal cortex...are sensitive to parental feedback” should be supported with more precise neural evidence or specific studies showing longitudinal neurodevelopmental outcomes related to rejection.

The sentence “Research suggests that girls may internalize rejection more than boys” needs clarification on whether this has been statistically demonstrated in cross-cultural or specifically Chinese samples, especially since your study is situated in China.

Similarly, for the Rosenberg Self-Esteem Scale, provide the Cronbach’s alpha and possibly confirmatory factor analysis results for your sample, particularly since cultural contexts can influence item loadings.

The administration of both mother and father forms of the PARQ is mentioned, but it is unclear whether scores were averaged, summed, or treated separately. Please clarify this scoring procedure.

The statement “self-esteem significantly mediated the effect of parental rejection” could benefit from reporting the size and confidence intervals of indirect effects. This would add statistical robustness to your mediation claim.

The assertion that “low self-esteem renders adolescents more susceptible to emotional dysregulation” is well-argued but could be more impactful if linked to developmental theories like Erikson’s identity vs. role confusion stage.

The claim “lack of explicit emotional validation may be perceived as rejection” is insightful. Strengthen this by citing a Chinese-based study or cultural analysis supporting this interpretation.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.