

Providing a Model of Parental Sexual Education and Its Relationship with Attachment Styles Mediated by Early Maladaptive Schemas

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E d i t o r	R e v i e w e r s
Anela Hasanagic  Full Professor, Department of Psychology, Faculty of Islamic Education, University of Zenica, Bosnia and Herzegovina anela.hasanagic@unze.ba	Reviewer 1: Mahdi Khanjani  Associate Professor, Department of Psychology, Allameh Tabataba'i University, Tehran, Iran. Email: khanjani_m@atu.ac.ir Reviewer 2: Mohammad Salehi  Associate Professor, Department of Educational Management, Sari Branch, Islamic Azad University, Sari, Iran. Email: drsalehi@iausari.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

The statement “These education styles do not occur in isolation...” is conceptually valid but lacks theoretical support. Please consider explicitly integrating Bronfenbrenner’s ecological systems theory to contextualize these dynamics in broader systemic terms.

The claim “insecure attachment styles in parents may hinder open and effective communication...” is important. However, it would benefit from empirical specificity by differentiating the effects of avoidant versus ambivalent styles on different domains of sexual education (e.g., cognitive vs. affective content).

You mention that skewness and kurtosis indicate normality but do not provide threshold values (e.g., ± 1.5). Please report these thresholds and explicitly justify the decision to use parametric statistics.

You report that an R^2 value of 0.154 is acceptable. However, this value is quite low for explaining secure attachment. Please discuss the limitations of explanatory power and suggest other potential predictors that might account for more variance.

Communality values above 0.70 suggest good convergent validity. However, the paper does not explain how these values were derived. Please clarify the method (e.g., AVE or outer loading squared average) and ensure methodological transparency.

The factor loading diagrams are mentioned but not visually included in the manuscript. Consider adding high-resolution images or tables with item loadings and t-values for transparency.

The assertion that “belief-, norm-, and knowledge-oriented styles were positively associated with secure attachment” needs further theoretical discussion. Why would normative orientation (typically rigid) promote secure attachment?

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The citation of Babayanad Ahari et al. (2020) regarding Iranian parental concerns is accurate but would be strengthened by linking these concerns to schema domains such as shame or failure, as described later.

The rationale for the study is articulated clearly, but it would be beneficial to state a specific hypothesis or model path (e.g., "we hypothesize that knowledge-oriented sexual education predicts secure attachment via reduced disconnection schemas") for more scientific precision.

The statement “schemas... act as cognitive filters distorting parental perception” is accurate but underdeveloped. Expand this section by citing specific schema content (e.g., mistrust or vulnerability) and how they influence communication.

The cultural context is noted, but the article does not sufficiently address how Iranian-specific schema structures (e.g., enmeshment, self-sacrifice) might differ from Western schema norms. Consider incorporating culturally sensitive schema literature.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.