OPEN PEER REVIEW

Open Peer Review (OPR)

As a new feature for progressing towards transparency, we decided to open a new window for all of our editors as well as authors titled "**Open Peer Review**". We hope by this new facility, our reviewers will be more motivated and authors will be more satisfied with the review process. We believe that publishing our peer review reports could make a transparent and clear environment for all our efforts within a journal, but not all reviewers tend to publish their comments.

What is "Open Peer Review" process?

An "Open Peer Review" process is making the details of all review process (including reviewers, associate editors, and EICs comments) as "Public" as it is agreed by EIC, Authors, and reviewers.

Advantages of "Open Peer Review" process

- More transparency, constructiveness and tactful comments of the peer review process: leads to an increase in the quality of reviews
- More motivations for all involved roles in the review process
- Authors' satisfactions from the review process: Increases honesty between authors and reviewers
- Education of both authors and new students
- Prevents reviewers from following their individual agendas and leading to the detection of reviewers' conflicts of interests

You can find out more at:
https://brieflands.com/briefland/knowledgebase/category/tree.html#opr.html

Middle East Journal of Rehabilitation and Health Studies

Published in: Middle East Journal of Rehabilitation and Health Studies: In Press(In Press) ; e151732

Peer Review Report for "The Impact of Peer Relationships, Moral Development, and Family Relationships on Collective Violence Considering the Mediating Role of Psychological Security in Male High School Students in Mashhad"

Author(s): Leila Bayat Mokhtari, Abbas Tavan, Shahrzad Sanjari, Mohammad Reza Mohammadi Soliemani, Azita Salajegheh

Review Timeline:

Submit Date:	24 Jul 2024
Revised Date:	6 Oct 2024
Accepted Date:	5 Oct 2024

Revision (0)

Here, you can see the **Reviewers**, **Associate Editors** and **EICs'** comments from the beginning to the end of the revision process.

REFEREE : Reviewer

9 Aug 2024

Dear AE
my comments to the authors:

Hello, and thank you for your insightful topic and knowledge.

1. Please shorten the title of the article.

2. Verify the keywords using MeSH (Medical Subject Headings).
3. What is the significance of adolescence?
4. With references, specify how many healthy or at-risk teenagers there are in Iran.
5. With references, identify the dangers threatening teenagers in Iran.
6. With references, clarify the types of issues faced by Iranian teenagers.
7. In the introduction, no previous studies have been mentioned. You should highlight the gap between Iranian studies and similar foreign studies related to your work.
8. What is the practical application and necessity of your study?
9. Describe the research methodology carefully and in detail.
10. Use a table to show the participants' profiles.
11. In the discussion section, explain the role of each variable with the main variable of the research and provide supporting arguments.
12. Write your suggestions for future research studies.

REFEREE : Reviewer

10 Aug 2024

Dear Associate Editor
In this study, the authors evaluated the Impact of Peer Relationships, Moral Development, and Family Relationships on Collective Violence Considering the Mediating Role of Psychological Security in Male High School Students in Mashhad. The research has good data accumulation and interesting research topic, But, it seems to needs major revisions especially in Methods and results sections (Coherence of the content, Further interpretation of methods and results)

Major comments
1. Write the time of your study in the Methods section.
2. The sample size calculation is incorrect. On the other hand, this type of sample size is only for descriptive studies, not analytical.
3. Data analysis section is very brief.
4. The results should be written with further interpretation of the coefficients.
5. In the path analysis, you need to write the direct and indirect effect of independent variables on dependent variables.

Minor comments
1. Many sentences have no reference (for example fifth paragraph of Background or in Instruments section).
2. Descriptive statistics are not used for the examination. Correct the corresponding sentence.
3. It is not referred to figure 1 in the text.
4. Write the Abbreviations under figure 1.

Best wishes

Masoudeh Babakhanian : Reviewer

17 Aug 2024

Dear Associate Editor
My comments
- in the introduction, please explain about the Processes describing the association between exposure to violence and outcome and Models predicting internalizing and externalizing outcomes.
- Please add Summary of hypotheses about the subject in a separate sub- title in introduction.
- Please add the Conceptual model of the relation between variables.
- Please describe the type of data collection (face-to-face or online) as well as the characteristics of your questioner.
- Please add the reference for Acceptable fit. he range of acceptable values of structural equation modeling (SEM) depends on the specific fit index being used. However, in general, the following values are considered to be acceptable: Root Mean Square Error of Approximation (RMSEA): 0.05 or less. A CMIN/df value of less than two is considered a good fit, whereas a value of less than 5 refers to an acceptable fit. A root means square of error of approximation (RMSEA) value of 0.08 or less indicates an acceptable, and a value of 0.05 or less indicates a perfect fit. Otherwise, you have to redraw your model after correcting its coefficients.
Thanks

REFEREE : Associate Editor

17 Aug 2024

Dear EIC,
The reviewers reviewed the article. all reviewers gave a definite opinion on the major revision of the article.
Thanks

Fatemeh Ehsani : EIC

18 Aug 2024

Dear Authors
According to the reviewers and associate editor’s comments, your article needs to be revised majorly. When revising your manuscript, please consider all issues mentioned in the reviewers' comments carefully: please outline every change made in response to their comments and submit the required files up two months.
Thanks

OPEN PEER REVIEW

Revision (1)

Reply to Reviewers

Ideally, the reviewing process can significantly improve the submitted manuscripts by allowing the authors to take into account the advice of reviewers. Author(s) must reply to all reviewers' comments in a separate Word file, point by point. A "**Reply to Reviewers**" document is submitted along with revised manuscript during submission of revised files, summarizing the changes that the authors made in response to the reviewers' comments. The responses to reviewers' comments specifies how the authors addressed each comment the reviewers made.

You can read the authors' responses to the reviewers' comments in the next page.

Dear Reviewers,

We would like to express our sincere gratitude for your thorough and insightful feedback on our manuscript titled "The Impact of Peer Relationships, Moral Development, and Family Relationships on Collective Violence with the Mediating Role of Psychological Security." Your comments have been invaluable in enhancing the clarity and depth of our study. We have carefully addressed each of your suggestions and made the necessary revisions to improve the manuscript. Below, we provide detailed responses to each of your comments and outline the changes made in the text.

Reviewer 1:

- in the introduction, please explain about the Processes describing the association between exposure to violence and outcome and Models predicting internalizing and externalizing outcomes.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P:3 line: 92-91

Exposure to violence can lead to a range of internalizing and externalizing outcomes (45). Internalizing outcomes include anxiety, depression, and isolation, while externalizing outcomes encompass aggressive and delinquent behaviors (46-48). Various models have been proposed to explain these associations. For instance, the social learning theory posits that individuals learn violent behaviors through observation and imitation of others, especially in environments where violence is prevalent (49, 50). The ecological systems theory emphasizes the impact of different environmental layers, from family and peer interactions to broader social factors, in shaping an individual's response to violence (51, 52). Additionally, the general strain theory suggests that exposure to stressors, such as violence, can lead to negative emotions and maladaptive behaviors. Understanding these processes and models is essential for developing effective interventions to mitigate the negative effects of violence on individuals (53, 54).

- Please add Summary of hypotheses about the subject in a separate sub- title in introduction.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P:4 line:125-142

Summary of Hypotheses

Hypothesis 1: Higher levels of moral development will have a direct, significant negative impact on collective violence.

Hypothesis 2: The quality of the relationship with the father will have a direct, significant negative impact on collective violence.

Hypothesis 3: The quality of the relationship with the mother will have a direct, significant negative

impact on collective violence.

Hypothesis 4: Negative peer relationships will have a direct, significant positive impact on collective violence.

Hypothesis 5: Psychological security will have a negative and significant impact on collective violence.

Hypothesis 6: Peer relationships have a significant negative impact on collective violence through the mediating role of psychological security among male high school students.

Hypothesis 7: Moral development has a significant negative impact on collective violence through the mediating role of psychological security among male high school students.

Hypothesis 8: Relationships with the father have a significant negative impact on collective violence through the mediating role of psychological security among male high school students.

Hypothesis 9: Relationships with the mother have a significant negative impact on collective violence through the mediating role of psychological security among male high school students.

- Please add the Conceptual model of the relation between variables.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 4 line:144-150

Conceptual Model

The conceptual model of this study illustrates the relationships between various variables. In this model, moral development, relationships with the father, relationships with the mother, and peer relationships are considered independent variables. Their impact on collective violence is examined through psychological security as a mediating variable. This model explores the complex interactions between these factors and their influence on collective violence (Figure 1).

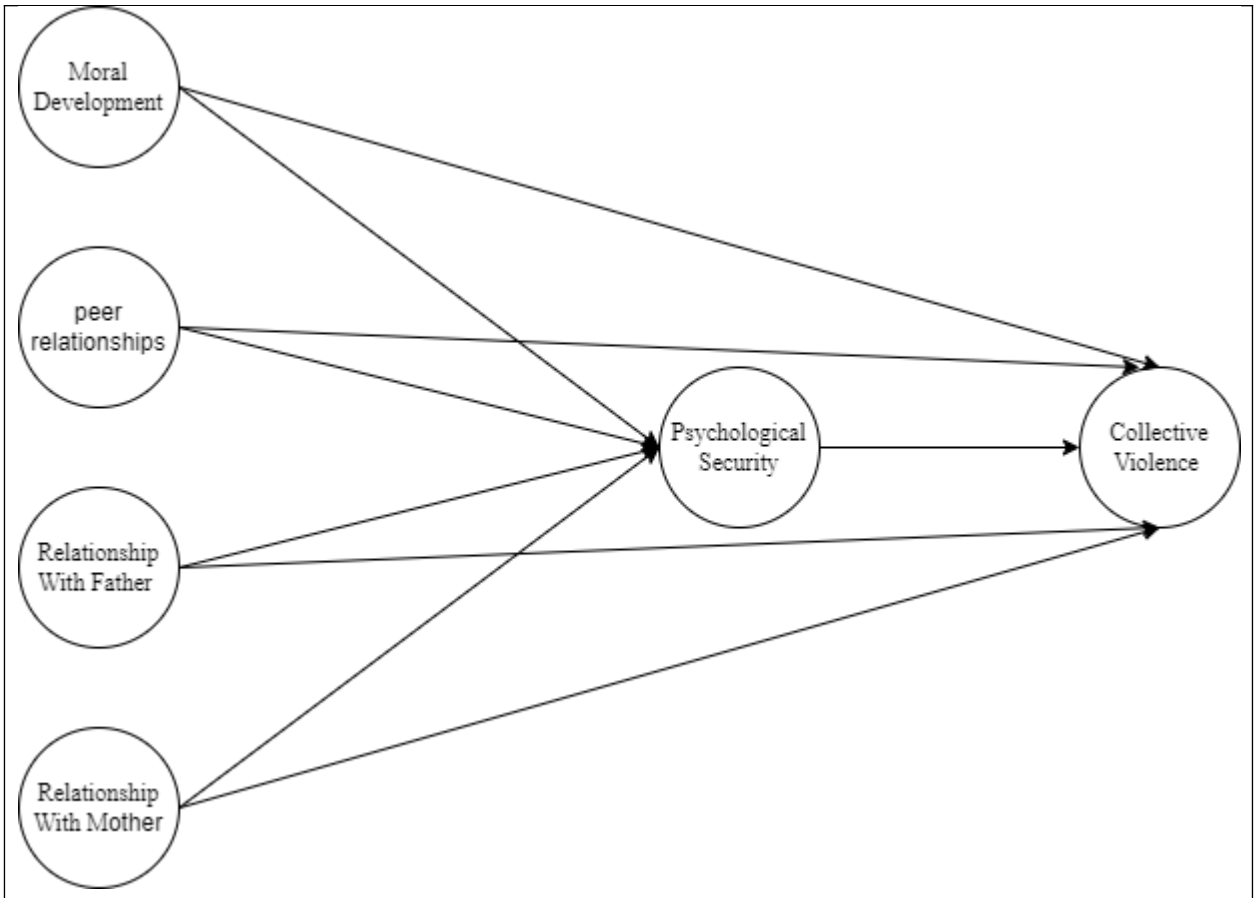


Figure 1. Conceptual Model

- Please describe the type of data collection (face-to-face or online) as well as the characteristics of your questioner.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 5 line:179-184

Data Collection Method

Data were collected through face-to-face interactions. The researcher personally distributed and collected the questionnaires from the students. This method ensured that the participants fully understood the questions and provided accurate responses. The face-to-face data collection also allowed the researcher to address any questions or concerns from the participants immediately. Data were collected from November 2023 to January 2024.

- Please add the reference for Acceptable fit. he range of acceptable values of structural equation modeling (SEM) depends on the specific fit index being used. However, in general, the following values are considered to be acceptable: Root Mean Square Error of Approximation (RMSEA): 0.05 or less. A CMIN/df value of less than two is considered a good fit, whereas a value of less than 5 refers to an acceptable fit. A root means square of error of approximation (RMSEA) value of

0.08 or less indicates an acceptable, and a value of 0.05 or less indicates a perfect fit. Otherwise, you have to redraw your model after correcting its coefficients.

Authors' response: We appreciate your valuable feedback. In response to your comment regarding the addition of references for acceptable fit indices, the relevant section in the article has been updated. The fit indices for the conceptual model and the corresponding references have been added to the text. Please refer to the revised section below:

Changes made:
P: 5 line: 254-260

The model fit indices for the conceptual model are presented in Table 3. The results indicate a good fit of the model to the data, with a CMIN/DF value of 2.94, which is below the acceptable threshold of 3 (64). The GFI and AGFI are 0.92 and 0.91, respectively, both exceeding the acceptable fit criteria of 0.90 (64). Similarly, the NFI, CFI, and IFI all have values of 0.91, indicating a strong model fit (64). The PNFI is 0.56, which is above the acceptable threshold of 0.50 (64). The RMSEA is 0.078, which is within the acceptable range of less than 0.08 (64). These indices collectively suggest that the proposed model provides a satisfactory fit to the observed data.

P: 13 line: 442-443

Table 3. Comparative Fit Indices

Results	CMIN/DF	GFI	AGFI	NFI	CFI	IFI	PNFI	RMSEA
Model	2.94	0.92	0.91	0.92	0.91	0.91	0.56	0.078
Acceptable fit	<3	>0.90	>0.90	>0.90	>0.90	>0.90	>0.50	<0.08

References:

Dash, G., & Paul, J. (2021). CB-SEM vs PLS-SEM methods for research in social sciences and technology forecasting. *Technological Forecasting and Social Change, 173*, 121092. doi:https://doi.org/10.1016/j.techfore.2021.121092

Reviewer 2:

1. Please shorten the title of the article.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P 1: line: 1-2

The Impact of Peer Relationships, Moral Development, and Family Relationships on Collective Violence with the Mediating Role of Psychological Security

2. Verify the keywords using MeSH (Medical Subject Headings).

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 1 line: 29

Keywords: Peer Group, Moral Development, Family Relations, Violence, Psychological Security

3. What is the significance of adolescence?

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 2 line: 48-53

Adolescence is a crucial stage of development marked by significant physical, emotional, and social changes (11). During this period, individuals are highly influenced by external factors such as peer pressure and family dynamics (12). The importance of adolescence lies in the formation of identity, moral values, and social relationships, which can have long-lasting effects on behavior and mental health (13). Understanding the impact of these factors during adolescence is essential for addressing issues like collective violence, as interventions during this period can lead to more effective and lasting outcomes (14).

4. With references, specify how many healthy or at-risk teenagers there are in Iran.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 2 line: 54-64

In Iran, approximately 30% of the population is either suffering from or at risk of developing a mental health disorder, which includes a significant portion of adolescents (15). Studies have shown that high-risk behaviors such as substance abuse, smoking, and unsafe sexual practices are prevalent among Iranian teenagers, with about 18% of boys and 1.5% of girls falling into the high-risk category (16). Approximately 4% of Iranian teenagers are involved in substance abuse, and 9% have experienced alcohol and cigarette use (17). Collective violence, especially in educational and social settings, poses a serious threat to their mental and physical health (1).

Additionally, Iranian teenagers face issues such as alcohol and drug abuse, mental health disorders, and exposure to violence. Recent reports have highlighted the deliberate poisoning of schoolgirls and the deaths of children during protests, further exacerbating the dangers faced by teenagers in Iran (17, 18). These dangers underscore the urgent need for comprehensive strategies to protect and support Iranian teenagers.

5. With references, identify the dangers threatening teenagers in Iran.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 2 line: 54-64

In Iran, approximately 30% of the population is either suffering from or at risk of developing a mental health disorder, which includes a significant portion of adolescents (15). Studies have shown that high-risk behaviors such as substance abuse, smoking, and unsafe sexual practices are prevalent among Iranian teenagers, with about 18% of boys and 1.5% of girls falling into the high-risk category (16). Approximately 4% of Iranian teenagers are involved in substance abuse, and 9% have experienced alcohol and cigarette use (17). Collective violence, especially in educational and social settings, poses a serious threat to their mental and physical health (1).

Additionally, Iranian teenagers face issues such as alcohol and drug abuse, mental health disorders, and exposure to violence. Recent reports have highlighted the deliberate poisoning of schoolgirls and the deaths of children during protests, further exacerbating the dangers faced by teenagers in Iran (17, 18). These dangers underscore the urgent need for comprehensive strategies to protect and support Iranian teenagers.

6. With references, clarify the types of issues faced by Iranian teenagers.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 2 line: 54-64

In Iran, approximately 30% of the population is either suffering from or at risk of developing a mental health disorder, which includes a significant portion of adolescents (15). Studies have shown that high-risk behaviors such as substance abuse, smoking, and unsafe sexual practices are prevalent among Iranian teenagers, with about 18% of boys and 1.5% of girls falling into the high-risk category (16). Approximately 4% of Iranian teenagers are involved in substance abuse, and 9% have experienced alcohol and cigarette use (17). Collective violence, especially in educational and social settings, poses a serious threat to their mental and physical health (1).

Additionally, Iranian teenagers face issues such as alcohol and drug abuse, mental health disorders, and exposure to violence. Recent reports have highlighted the deliberate poisoning of schoolgirls and the deaths of children during protests, further exacerbating the dangers faced by teenagers in Iran (17, 18). These dangers underscore the urgent need for comprehensive strategies to protect and support Iranian teenagers.

7. In the introduction, no previous studies have been mentioned. You should highlight the gap between Iranian studies and similar foreign studies related to your work.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 2 line: 65-74

Previous studies in Iran have primarily focused on the prevalence and factors contributing to collective violence among teenagers. For instance, a study validated the Multidimensional Scale of Acceptance of Collective Violence (MSACV) among teenagers in Tehran, highlighting the need for reliable tools to measure this phenomenon (1). However, there is a gap in the literature when comparing these findings with similar studies conducted in other countries. For example, research in South Africa has shown that violence is pervasive among youth, particularly in low socio-economic status neighborhoods (19). Similarly, studies in the United States have explored the impact of social and environmental factors on youth violence, emphasizing the role of community and family dynamics (20). These international studies provide valuable insights that can help contextualize the findings from Iranian research and highlight the need for cross-cultural comparisons to develop more effective interventions.

8. What is the practical application and necessity of your study?

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 3 line: 107-114

The practical application and necessity of this study lie in its potential to inform educational policymakers and psychological counselors. By understanding the factors that contribute to collective violence and the role of psychological security, this research can help develop targeted interventions and programs aimed at reducing violence in schools. These findings can be used to design educational and counseling programs that promote healthy peer and family relationships, moral development, and psychological security among students. Ultimately, this study aims to provide practical solutions for reducing collective violence and improving the psychological and social health of students, thereby contributing to a safer and more supportive educational environment (48).

9. Describe the research methodology carefully and in detail.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 5-6 line: 151-234

Methodology

This research is a correlational study that examines the relationships between various variables. The conceptual model of this study investigates the impact of peer relationships, moral development, and family relationships on collective violence among male high school students in Mashhad. In this model, psychological security is considered an intermediary variable that plays a significant role in moderating and mediating the relationships between the independent variables (peer relationships, moral development, and family relationships) and the dependent variable (collective violence). This conceptual model allows researchers to comprehensively and accurately examine the direct and indirect effects of these variables on collective violence and analyze the mediating role of psychological security in these relationships.

Population, Sample Size, and Sampling Method

The statistical population of this study includes all male high school students (grades 10, 11, and 12) in Mashhad. This population includes male students from various high schools in the city. The selection of this population is due to its diversity and breadth, which allows for a more precise and comprehensive examination of the relationships between peer relationships, moral development, and family relationships with collective violence.

To scientifically determine the sample size, a power analysis was conducted using G*Power software. ower analysis combines statistical analysis, subject-area knowledge, and study requirements to derive the optimal sample size for detecting a true effect. The parameters used in this analysis included a significance level of 0.05, a power of 0.80, and an effect size of 0.3. Based on these parameters, the required sample size was calculated to be approximately 350 participants. Given the large population, this sample size was increased to 1300 to enhance the accuracy and validity of the research results (56).

This study used cluster sampling. The sampling steps are as follows: First, three districts were randomly selected from the educational districts of Mashhad (Districts 1, 3, and 5). Then, six boys' high schools were randomly selected from each district. Finally, three classes from grades 10, 11, and 12 were randomly selected from each high school. This cluster sampling method was chosen due to the geographical dispersion and diversity of students in different districts, making it a suitable method for this study. This method allows access to diverse and representative samples of the statistical population, enhancing the accuracy and validity of the research results.

Data Collection Method

Data were collected through face-to-face interactions. The researcher personally distributed and collected the questionnaires from the students. This method ensured that the participants fully understood the questions and provided accurate responses. The face-to-face data collection also allowed the researcher to address any questions or concerns from the participants immediately. Data were collected from November 2023 to January 2024.

Inclusion and Exclusion Criteria: Male high school students (grades 10-12) in Mashhad who attend selected schools and have written parental consent are eligible. Students willing to participate and complete the questionnaires are included. Exclusions apply to those without consent, unwilling to continue, or with incomplete questionnaires, ensuring research accuracy and validity.

Ethical Considerations: This study adheres to the Helsinki Declaration. Students and their parents or guardians provided verbal and written consent, respectively. Confidentiality is maintained, and participation is voluntary, with the option to withdraw at any time. The researcher personally distributed and collected the questionnaires, thanking participants with a pen and notebook. A total of 1211 questionnaires were collected (57).

Instruments

The Multidimensional questionnaires of Acceptance of Collective Violence (MSACV) questionnaire has 21 questions on a 5-point Likert scale, with scores ranging from 21 to 105. It includes six factors: physical violence (1-3), verbal violence (13-15), isolation (10-12), indirect violence (16-18), attraction (4-6), neglect (7-9), and positive reactions (19-21). Validity and reliability were confirmed, with a Cronbach's alpha of 0.83 overall and 0.52-0.88 for factors. In Iran, the alpha was 0.91 (1).

The Moral Development Questionnaire (MDQ) has 13 questions on a 5-point Likert scale, scoring from 13 to 65. It covers social morality (1-4), individual morality (5-7), conventional morality (8-10), and pre-conventional morality (11-13). Validity was confirmed by experts, with a Cronbach's alpha of 0.93. Factor analysis showed good fit (GFI 0.98, AGFI 0.97). In this study, the alpha was 0.89 (58).

Fine's Parent-Child Relationship Questionnaire (FP-CRQ) has 24 questions on a 7-point Likert scale. Scores range from 15 to 105 (father) and 18 to 124 (mother). It includes positive feelings, involvement, communication, and anger (father); and positive feelings, role confusion, identity formation, and communication (mother). Validity and reliability were confirmed, with an alpha of 0.959 in Iran. In this study, the alpha was 0.81 (59).

The Adolescent Peer Relations Instrument (APRI) has 36 questions on a 6-point Likert scale, scoring from 36 to 216. It assesses bullying and victimization, each with verbal, social, and physical subcomponents. Reliability was 0.82-0.92. In Iran, the alpha was 0.94 overall and 0.92 for components. Factor analyses confirmed validity (60). In this study, the alpha was 0.93.

Maslow's Psychological Security Questionnaire (MPSQ) has 18 yes/no questions, scoring from 0 to 18. It includes self-confidence, dissatisfaction, environmental incompatibility, and perception by others. Reliability was 0.80. Validity was confirmed by experts. In this study, the alpha was 0.90 (61, 62).

Data Analysis Method: The data were entered into SPSS18 and EQS6.2 for analysis. Descriptive statistics were used to examine demographic characteristics and the central and dispersion indices of the research variables. Descriptive statistics included measures of central tendency (mean, median, mode) and measures of variability (standard deviation, variance, range). Frequency distributions and percentages were also calculated for categorical variables. Inferential statistics were employed to test the hypotheses and assess the relationships between variables. Path analysis was used to test the conceptual model and assess direct and indirect relationships between variables. This involved estimating the standardized regression coefficients (beta weights) for each path in the model. In path analysis, significance coefficients (z-values) less than -1.96 or greater than 1.96 indicate a significant relationship at the 0.05 level. Model fit was evaluated using several indices: Chi-Square/Degrees of Freedom (CMIN/DF): A value less than 3 indicates a good fit. Goodness of Fit Index (GFI): Values close to 1 indicate a good fit. Adjusted Goodness of Fit Index (AGFI): Values close to 1 indicate a good fit. Normed Fit Index (NFI): Values close to 1 indicate a good fit. Comparative Fit Index (CFI): Values close to 1 indicate a good fit. Incremental Fit Index (IFI): Values close to 1 indicate a good fit. Parsimony Normed Fit Index (PNFI): Values close to 1 indicate a good fit. Root Mean Square Error of Approximation (RMSEA): Values less than 0.08 indicate a good fit (63). These methods ensured the accuracy and validity of the results, adhering to international scientific standards. The results of the path analysis were interpreted to understand the direct and indirect effects of peer relationships, moral development, and family relationships on collective violence, with psychological security as a mediating variable.

10. Use a table to show the participants' profiles.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P 12: line: 436-437

Table 1. Participants' Profiles

Category	Subcategory	Frequency	Percentage
Fathers' Education	High school diploma	498	41.1%
	Less than high school diploma	172	14.2%
	Bachelor's degree	162	13.4%
	Associate degree	138	11.4%
	Middle school	99	8.2%
	Elementary school	57	4.7%
	Higher than bachelor's degree	48	4.0%
	Literate	20	1.7%
	Illiterate	17	1.4%
Mothers' Education	High school diploma	467	38.6%

	Bachelor's degree	198	16.4%
	Elementary school	124	10.2%
	Less than high school diploma	113	9.3%
	Associate degree	99	8.2%
	Higher than bachelor's degree	78	6.4%
	Middle school	72	5.9%
	Literate	38	3.1%
	Illiterate	22	1.8%
Fathers' Employment Status	Employed	861	71.1%
	Retired	217	17.9%
	Deceased	70	5.8%
	Unemployed	63	5.2%
Mothers' Employment Status	Employed	597	49.3%
	Homemaker	374	30.9%
	Retired	159	13.1%
	Deceased	44	3.6%
	Unemployed	37	3.1%
Students' Age	Average age	16.78 years	-
	Standard deviation	0.83	-

11. In the discussion section, explain the role of each variable with the main variable of the research and provide supporting arguments.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P 8-11: line: 416-420

The results of this study highlight the significant roles of peer relationships, moral development, and family relationships in influencing collective violence, with psychological security acting as a crucial mediating variable.

Direct Relationship between Moral Development and Collective Violence: The results showed that the level of moral development has a direct, significant negative impact on collective violence. This means that the higher an individual's moral development, the less likely they are to engage in violent collective behaviors. This finding indicates that moral development can act as an important factor in reducing collective violence, as individuals with higher moral standards are less inclined to engage in violent behaviors. This result aligns with other studies that have confirmed the positive impact of moral development on reducing violence (10, 60-62). Moral development helps individuals to have stronger moral values and principles that deter them from violent behaviors. Individuals with higher levels of moral development tend to choose peaceful and ethical solutions when facing challenges and conflicts. This finding suggests that strengthening moral development can be an effective strategy for reducing collective violence, as individuals with stronger morals are less likely to resort to violent behaviors (29).

Direct Relationship between Relationship with Father and Collective Violence: The results showed

that the quality of the relationship with the father has a direct, significant negative impact on collective violence. This relationship indicates that the better the quality of the relationship with the father, the lower the likelihood of collective violence. This finding suggests that supportive and positive relationships with the father can act as a protective factor against collective violence. This result aligns with other studies that have confirmed the positive impact of family relationships on reducing violence (63-66). The quality of the relationship with the father can have a profound impact on an individual's social and psychological behaviors. Supportive and positive relationships with the father can enhance an individual's sense of security and self-confidence, keeping them away from violent behaviors. This finding suggests that strengthening positive relationships with the father can act as a protective factor against collective violence, as individuals with stronger family relationships are less likely to resort to violence (64).

Direct Relationship between Relationship with Mother and Collective Violence: The results showed that the quality of the relationship with the mother has a direct, significant negative impact on collective violence. This means that the better and more supportive the relationship with the mother, the less likely collective violence will occur. This finding suggests that supportive and positive relationships with the mother can act as a protective factor against collective violence. This result aligns with other studies that have confirmed the positive impact of family relationships on reducing violence (63-66). The quality of the relationship with the mother also plays an important role in shaping an individual's social and psychological behaviors. Supportive and positive relationships with the mother can enhance an individual's sense of security and support, keeping them away from violent behaviors. This finding suggests that strengthening positive relationships with the mother can act as a protective factor against collective violence, as individuals with stronger family relationships are less likely to resort to violence (56).

Direct Relationship between Relationship with Peers and Collective Violence: The results showed that the relationship with peers has a direct, significant positive impact on collective violence. This relationship indicates that the more negative the quality of the relationship with peers, the more likely collective violence will occur. This finding suggests that negative relationships with peers can act as a risk factor for increasing collective violence. This result aligns with other studies that have confirmed the negative impact of negative peer relationships on increasing violence (3, 67-71). The quality of the relationship with peers can have a significant impact on an individual's social and psychological behaviors. Negative relationships with peers can lead to increased stress and psychological pressure, which may drive an individual towards violent behaviors. This finding suggests that improving the quality of relationships with peers can be an effective strategy for reducing collective violence, as individuals with more positive relationships are less likely to resort to violence (36).

Indirect Relationship between Moral Development and Collective Violence: The findings indicate that moral development negatively impacts collective violence through the mediating role of psychological security. This suggests that enhancing moral values and ethical education can reduce violent behaviors by increasing empathy, respect for others, and reducing aggression. Psychological security strengthens this effect by fostering a sense of safety and stability, which further discourages violent tendencies. This aligns with previous research showing that strong moral principles and ethical education can lead to non-violent conflict resolution (26-29, 41-44).

Indirect Relationship between Relationship with Father and Collective Violence: A positive relationship with the father significantly reduces collective violence through increased psychological security. Fathers play a crucial role in providing emotional support and guidance, creating a safe environment that enhances adolescents' self-confidence and reduces anxiety.

This supportive relationship strengthens social bonds and psychological security, leading to a decrease in violent behaviors. This finding is consistent with studies highlighting the importance of paternal involvement in reducing aggression (27, 30-35, 41-44).

Indirect Relationship between Relationship with Mother and Collective Violence: Similarly, a positive relationship with the mother also reduces collective violence through the mediating role of psychological security. Mothers who maintain strong, supportive relationships with their children can effectively reduce stress and anxiety, thereby decreasing violent behaviors. Close maternal relationships provide better supervision and control over children's behaviors, reducing opportunities for violence. This conclusion is supported by both domestic and international studies emphasizing the role of maternal support in promoting psychological security and reducing violence (27, 30-35, 41-44).

Indirect Relationship between Relationship with Peers and Collective Violence: Peer relationships have a complex impact on collective violence. Negative peer relationships decrease psychological security, which in turn increases violent behaviors. Experiences of bullying, social rejection, and unstable peer relationships can lead to increased anxiety, stress, and feelings of isolation, all of which undermine psychological security. Conversely, improving peer relationships can enhance psychological security and reduce collective violence. This finding is supported by studies showing that negative peer interactions can significantly impact adolescents' mental health and behavior (27, 33, 36-39, 41-44).

Direct Relationship between Psychological Security and Collective Violence: As a mediating variable, psychological security plays a pivotal role in the relationship between the independent variables (peer relationships, moral development, and family relationships) and collective violence. Higher psychological security is associated with lower levels of violent behavior, as individuals with a strong sense of security are better equipped to handle life's challenges without resorting to aggression. Enhancing psychological security through supportive relationships and moral development can thus be an effective strategy for reducing collective violence. This finding is supported by studies showing that psychological security can have a positive impact on reducing collective violence (27, 41-44).

Strengths and Limitations: One of the strengths of this study is the use of a comprehensive conceptual model that includes independent variables (peer relationships, moral development, and family relationships) and a mediating variable (psychological security), allowing for a precise examination of the direct and indirect effects of these variables on collective violence. Additionally, the use of cluster sampling and increasing the sample size to 1300 individuals enhances the accuracy and validity of the results. However, one of the limitations of this research is the use of self-report questionnaires, which may affect the accuracy of the data due to the tendency for socially desirable responses. Focusing on male high school students in Mashhad may also limit the generalizability of the results to other demographic groups. Furthermore, the correlational method cannot assess causal relationships. To reduce the impact of socially desirable responses, mixed methods such as semi-structured interviews or direct observation can be used.

Additionally, expanding the statistical population to include female students and students in other cities, and using experimental methods to examine causal relationships, can help improve the generalizability and accuracy of the results. Future research should aim to include a more diverse sample, such as female students and students from different regions, to enhance generalizability. Longitudinal studies could provide insights into causal relationships over time. Employing mixed methods, including qualitative interviews and direct observations, can offer a more comprehensive

understanding of the factors influencing collective violence. Additionally, designing and testing interventions to improve moral development, family relationships, and psychological security would be beneficial. Cross-cultural comparisons can reveal universal and culture-specific factors, while exploring additional variables like socioeconomic status and community environment can deepen our understanding. Finally, focusing on the policy implications of these findings can help develop strategies to reduce collective violence and promote psychological security in schools.

12. Write your suggestions for future research studies.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 10-11 line: 399-420

Strengths and Limitations: One of the strengths of this study is the use of a comprehensive conceptual model that includes independent variables (peer relationships, moral development, and family relationships) and a mediating variable (psychological security), allowing for a precise examination of the direct and indirect effects of these variables on collective violence. Additionally, the use of cluster sampling and increasing the sample size to 1300 individuals enhances the accuracy and validity of the results. However, one of the limitations of this research is the use of self-report questionnaires, which may affect the accuracy of the data due to the tendency for socially desirable responses. Focusing on male high school students in Mashhad may also limit the generalizability of the results to other demographic groups. Furthermore, the correlational method cannot assess causal relationships. To reduce the impact of socially desirable responses, mixed methods such as semi-structured interviews or direct observation can be used.

Additionally, expanding the statistical population to include female students and students in other cities, and using experimental methods to examine causal relationships, can help improve the generalizability and accuracy of the results. Future research should aim to include a more diverse sample, such as female students and students from different regions, to enhance generalizability. Longitudinal studies could provide insights into causal relationships over time. Employing mixed methods, including qualitative interviews and direct observations, can offer a more comprehensive understanding of the factors influencing collective violence. Additionally, designing and testing interventions to improve moral development, family relationships, and psychological security would be beneficial. Cross-cultural comparisons can reveal universal and culture-specific factors, while exploring additional variables like socioeconomic status and community environment can deepen our understanding. Finally, focusing on the policy implications of these findings can help develop strategies to reduce collective violence and promote psychological security in schools.

Reviewer 3:

In this study, the authors evaluated the Impact of Peer Relationships, Moral Development, and Family Relationships on Collective Violence Considering the Mediating Role of Psychological Security in Male High School Students in Mashhad. The research has good data accumulation and interesting research topic, But, it seems to needs major revisions especially in Methods and results

sections (Coherence of the content, Further interpretation of methods and results)

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 5-11 line: 151-420

Methodology

This research is a correlational study that examines the relationships between various variables. The conceptual model of this study investigates the impact of peer relationships, moral development, and family relationships on collective violence among male high school students in Mashhad. In this model, psychological security is considered an intermediary variable that plays a significant role in moderating and mediating the relationships between the independent variables (peer relationships, moral development, and family relationships) and the dependent variable (collective violence). This conceptual model allows researchers to comprehensively and accurately examine the direct and indirect effects of these variables on collective violence and analyze the mediating role of psychological security in these relationships.

Population, Sample Size, and Sampling Method

The statistical population of this study includes all male high school students (grades 10, 11, and 12) in Mashhad. This population includes male students from various high schools in the city. The selection of this population is due to its diversity and breadth, which allows for a more precise and comprehensive examination of the relationships between peer relationships, moral development, and family relationships with collective violence.

To scientifically determine the sample size, a power analysis was conducted using G*Power software. ower analysis combines statistical analysis, subject-area knowledge, and study requirements to derive the optimal sample size for detecting a true effect. The parameters used in this analysis included a significance level of 0.05, a power of 0.80, and an effect size of 0.3. Based on these parameters, the required sample size was calculated to be approximately 350 participants. Given the large population, this sample size was increased to 1300 to enhance the accuracy and validity of the research results (56).

This study used cluster sampling. The sampling steps are as follows: First, three districts were randomly selected from the educational districts of Mashhad (Districts 1, 3, and 5). Then, six boys' high schools were randomly selected from each district. Finally, three classes from grades 10, 11, and 12 were randomly selected from each high school. This cluster sampling method was chosen due to the geographical dispersion and diversity of students in different districts, making it a suitable method for this study. This method allows access to diverse and representative samples of the statistical population, enhancing the accuracy and validity of the research results.

Data Collection Method

Data were collected through face-to-face interactions. The researcher personally distributed and collected the questionnaires from the students. This method ensured that the participants fully understood the questions and provided accurate responses. The face-to-face data collection also allowed the researcher to address any questions or concerns from the participants immediately. Data were collected from November 2023 to January 2024.

Inclusion and Exclusion Criteria: Male high school students (grades 10-12) in Mashhad who attend selected schools and have written parental consent are eligible. Students willing to participate and

complete the questionnaires are included. Exclusions apply to those without consent, unwilling to continue, or with incomplete questionnaires, ensuring research accuracy and validity.

Ethical Considerations: This study adheres to the Helsinki Declaration. Students and their parents or guardians provided verbal and written consent, respectively. Confidentiality is maintained, and participation is voluntary, with the option to withdraw at any time. The researcher personally distributed and collected the questionnaires, thanking participants with a pen and notebook. A total of 1211 questionnaires were collected (57).

Instruments

The Multidimensional questionnaires of Acceptance of Collective Violence (MSACV) questionnaire has 21 questions on a 5-point Likert scale, with scores ranging from 21 to 105. It includes six factors: physical violence (1-3), verbal violence (13-15), isolation (10-12), indirect violence (16-18), attraction (4-6), neglect (7-9), and positive reactions (19-21). Validity and reliability were confirmed, with a Cronbach's alpha of 0.83 overall and 0.52-0.88 for factors. In Iran, the alpha was 0.91 (1).

The Moral Development Questionnaire (MDQ) has 13 questions on a 5-point Likert scale, scoring from 13 to 65. It covers social morality (1-4), individual morality (5-7), conventional morality (8-10), and pre-conventional morality (11-13). Validity was confirmed by experts, with a Cronbach's alpha of 0.93. Factor analysis showed good fit (GFI 0.98, AGFI 0.97). In this study, the alpha was 0.89 (58).

Fine's Parent-Child Relationship Questionnaire (FP-CRQ) has 24 questions on a 7-point Likert scale. Scores range from 15 to 105 (father) and 18 to 124 (mother). It includes positive feelings, involvement, communication, and anger (father); and positive feelings, role confusion, identity formation, and communication (mother). Validity and reliability were confirmed, with an alpha of 0.959 in Iran. In this study, the alpha was 0.81 (59).

The Adolescent Peer Relations Instrument (APRI) has 36 questions on a 6-point Likert scale, scoring from 36 to 216. It assesses bullying and victimization, each with verbal, social, and physical subcomponents. Reliability was 0.82-0.92. In Iran, the alpha was 0.94 overall and 0.92 for components. Factor analyses confirmed validity (60). In this study, the alpha was 0.93.

Maslow's Psychological Security Questionnaire (MPSQ) has 18 yes/no questions, scoring from 0 to 18. It includes self-confidence, dissatisfaction, environmental incompatibility, and perception by others. Reliability was 0.80. Validity was confirmed by experts. In this study, the alpha was 0.90 (61, 62).

Data Analysis Method: The data were entered into SPSS18 and EQS6.2 for analysis. Descriptive statistics were used to examine demographic characteristics and the central and dispersion indices of the research variables. Descriptive statistics included measures of central tendency (mean, median, mode) and measures of variability (standard deviation, variance, range). Frequency distributions and percentages were also calculated for categorical variables. Inferential statistics were employed to test the hypotheses and assess the relationships between variables. Path analysis was used to test the conceptual model and assess direct and indirect relationships between variables. This involved estimating the standardized regression coefficients (beta weights) for each path in the model. In path analysis, significance coefficients (z-values) less than -1.96 or greater than 1.96 indicate a significant relationship at the 0.05 level. Model fit was evaluated using several indices: Chi-Square/Degrees of Freedom (CMIN/DF): A value less than 3 indicates a good fit. Goodness of Fit Index (GFI): Values close to 1 indicate a good fit. Adjusted Goodness of Fit Index (AGFI): Values close to 1 indicate a good fit. Normed Fit Index (NFI): Values close to 1 indicate a good fit. Comparative Fit Index (CFI):

Values close to 1 indicate a good fit. Incremental Fit Index (IFI): Values close to 1 indicate a good fit. Parsimony Normed Fit Index (PNFI): Values close to 1 indicate a good fit. Root Mean Square Error of Approximation (RMSEA): Values less than 0.08 indicate a good fit (63). These methods ensured the accuracy and validity of the results, adhering to international scientific standards. The results of the path analysis were interpreted to understand the direct and indirect effects of peer relationships, moral development, and family relationships on collective violence, with psychological security as a mediating variable.

Results

Among the 1211 fathers, the majority had a high school diploma (41.1%), followed by those with less than a high school diploma (14.2%), and bachelor's degrees (13.4%). Smaller percentages had associate degrees (11.4%), middle school education (8.2%), elementary school education (4.7%), higher than a bachelor's degree (4.0%), were literate (1.7%), or illiterate (1.4%). For the mothers, 38.6% had a high school diploma, 16.4% had a bachelor's degree, 10.2% had completed elementary school, 9.3% had less than a high school diploma, 8.2% had an associate degree, 6.4% had higher than a bachelor's degree, 5.9% had completed middle school, 3.1% were literate, and 1.8% were illiterate. Regarding employment status, 71.1% of the fathers were employed, 17.9% were retired, 5.8% were deceased, and 5.2% were unemployed. For the mothers, 49.3% were employed, 30.9% were homemakers, 13.1% were retired, 3.6% were deceased, and 3.1% were unemployed. The average age of the students was 16.78 years with a standard deviation of 0.83. (Table 1).

The central tendency and dispersion indices of the main variables and their dimensions are presented in Table 1. According to this table, the mean and standard deviation of the main variables are as follows: collective violence with a mean of 60.42 and a standard deviation of 24.730, moral development with a mean of 50.24 and a standard deviation of 16.252, relationships with father with a mean of 37.55 and a standard deviation of 26.019, relationships with mother with a mean of 56.11 and a standard deviation of 27.792, peer relationships with a mean of 116.34 and a standard deviation of 47.246, and psychological security with a mean of 21.84 and a standard deviation of 11.125 (Table 2).

The model fit indices for the conceptual model are presented in Table 3. The results indicate a good fit of the model to the data, with a CMIN/DF value of 2.94, which is below the acceptable threshold of 3 (64). The GFI and AGFI are 0.92 and 0.91, respectively, both exceeding the acceptable fit criteria of 0.90 (64). Similarly, the NFI, CFI, and IFI all have values of 0.91, indicating a strong model fit (64). The PNFI is 0.56, which is above the acceptable threshold of 0.50 (64). The RMSEA is 0.078, which is within the acceptable range of less than 0.08 (64). These indices collectively suggest that the proposed model provides a satisfactory fit to the observed data.

The results showed that the level of moral development has a direct, significant negative impact on collective violence (significance coefficient less than -1.96). This means that the higher an individual's moral development, the less likely they are to engage in violent collective behaviors. The standardized coefficient for this relationship is -0.16, and its significance coefficient is -2.45, indicating a significant negative impact of moral development on collective violence at the 0.05 level. This variable explains approximately 2.56% of the variance in collective violence (Table 4 and Figure 2).

The results also indicated that the quality of the relationship with the father has a direct, significant negative impact on collective violence (significance coefficient less than -1.96). This relationship suggests that the better the quality of the relationship with the father, the lower the likelihood of collective violence. The standardized coefficient for this relationship is -0.59, and its significance

coefficient is -8.98, indicating a strong, significant impact of the relationship with the father on reducing collective violence. This variable explains approximately 34.81% of the variance in collective violence (Table 4 and Figure 2).

The results showed that the quality of the relationship with the mother has a direct, significant negative impact on collective violence (significance coefficient less than -1.96). This means that the better and more supportive the relationship with the mother, the less likely collective violence will occur. The standardized coefficient for this relationship is -0.46, and its significance coefficient is -7.06, indicating a significant negative impact of the relationship with the mother on collective violence. This variable explains approximately 21.16% of the variance in collective violence (Table 4 and Figure 2).

The results also showed that the relationship with peers has a direct, significant positive impact on collective violence (significance coefficient less than -1.96). This relationship indicates that the more negative the quality of the relationship with peers, the more likely collective violence will occur. The standardized coefficient for this relationship is 0.24, and its significance coefficient is 3.70, indicating a significant positive impact of the relationship with peers on increasing collective violence. This variable explains approximately 5.76% of the variance in collective violence (Table 4 and Figure 2).

The results showed that moral development had a positive and significant impact on psychological security, with a standard coefficient of 0.41 and a significance coefficient of 6.21. This indicates that for every one-unit increase in moral development, psychological security increases by 0.41 units. Psychological security also had a negative and significant impact on collective violence, with a standard coefficient of -0.24 and a significance coefficient of -3.70. This means that for every one-unit increase in psychological security, collective violence decreases by 0.24 units. Therefore, moral development impacts collective violence through the mediating role of psychological security. In this model, 16.8% of the variations in collective violence were explained by moral development (Table 4 and Figure 2).

The results indicated that the relationship with the father had a positive and significant impact on psychological security, with a standard coefficient of 0.54 and a significance coefficient of 8.24. This suggests that for every one-unit increase in the quality of the relationship with the father, psychological security increases by 0.54 units. Psychological security also had a negative and significant impact on collective violence, with a standard coefficient of -0.24 and a significance coefficient of -3.70. Therefore, the relationship with the father impacts collective violence through the mediating role of psychological security. In this model, 29.2% of the variations in collective violence were explained by the relationship with the father (Table 4 and Figure 2).

The results showed that the relationship with the mother had a positive and significant impact on psychological security, with a standard coefficient of 0.50 and a significance coefficient of 7.65. This indicates that for every one-unit increase in the quality of the relationship with the mother, psychological security increases by 0.50 units. Psychological security also had a negative and significant impact on collective violence, with a standard coefficient of -0.24 and a significance coefficient of -3.70. Therefore, the relationship with the mother impacts collective violence through the mediating role of psychological security. In this model, 25% of the variations in collective violence were explained by the relationship with the mother (Table 4 and Figure 2).

The results indicated that peer relationships had a negative and significant impact on psychological security, with a standard coefficient of -0.53 and a significance coefficient of -8.06. This suggests that for every one-unit increase in negative peer relationships, psychological security decreases by 0.53

units. Psychological security also had a negative and significant impact on collective violence, with a standard coefficient of -0.24 and a significance coefficient of -3.70. Therefore, peer relationships impact collective violence through the mediating role of psychological security. In this model, 12.7% of the variations in collective violence were explained by peer relationships (Table 4 and Figure 2).

1. Write the time of your study in the Methods section.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P 1: line: 8-14

Method: This correlational study's statistical population includes all male high school students in Mashhad, with a sample size of 1300 selected through cluster sampling. The tools used include multidimensional questionnaires on acceptance of collective violence, moral development assessment, Fine's parent-child relationship, Adolescent Peer Relations Instrument (APRI), and Maslow's psychological security. Data were collected from November 2023 to January 2024. Data were analyzed using SPSS18 and EQS6.2 software, and path analysis was employed to examine the relationships between variables.

P 5: line: 179-184

Data Collection Method

Data were collected through face-to-face interactions. The researcher personally distributed and collected the questionnaires from the students. This method ensured that the participants fully understood the questions and provided accurate responses. The face-to-face data collection also allowed the researcher to address any questions or concerns from the participants immediately. Data were collected from November 2023 to January 2024.

2. The sample size calculation is incorrect. On the other hand, this type of sample size is only for descriptive studies, not analytical.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P 5: line: 166-171

To scientifically determine the sample size, a power analysis was conducted using G*Power software. ower analysis combines statistical analysis, subject-area knowledge, and study requirements to derive the optimal sample size for detecting a true effect. The parameters used in this analysis included a significance level of 0.05, a power of 0.80, and an effect size of 0.3. Based on these parameters, the required sample size was calculated to be approximately 350 participants. Given the large population, this sample size was increased to 1300 to enhance the accuracy and validity of the research results (56).

3. Data analysis section is very brief.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 6 line: 216-234

The data were entered into SPSS18 and EQS6.2 for analysis. Descriptive statistics were used to examine demographic characteristics and the central and dispersion indices of the research variables. Descriptive statistics included measures of central tendency (mean, median, mode) and measures of variability (standard deviation, variance, range). Frequency distributions and percentages were also calculated for categorical variables. Inferential statistics were employed to test the hypotheses and assess the relationships between variables. Path analysis was used to test the conceptual model and assess direct and indirect relationships between variables. This involved estimating the standardized regression coefficients (beta weights) for each path in the model. Model fit was evaluated using several indices: Chi-Square/Degrees of Freedom (CMIN/DF): A value less than 3 indicates a good fit. Goodness of Fit Index (GFI): Values close to 1 indicate a good fit. Adjusted Goodness of Fit Index (AGFI): Values close to 1 indicate a good fit. Normed Fit Index (NFI): Values close to 1 indicate a good fit. Comparative Fit Index (CFI): Values close to 1 indicate a good fit. Incremental Fit Index (IFI): Values close to 1 indicate a good fit. Parsimony Normed Fit Index (PNFI): Values close to 1 indicate a good fit. Root Mean Square Error of Approximation (RMSEA): Values less than 0.08 indicate a good fit. These methods ensured the accuracy and validity of the results, adhering to international scientific standards. The results of the path analysis were interpreted to understand the direct and indirect effects of peer relationships, moral development, and family relationships on collective violence, with psychological security as a mediating variable.

4. The results should be written with further interpretation of the coefficients.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 7-8 line: 216-315

The results showed that the level of moral development has a direct, significant negative impact on collective violence (significance coefficient less than -1.96). This means that the higher an individual's moral development, the less likely they are to engage in violent collective behaviors. The standardized coefficient for this relationship is -0.16, and its significance coefficient is -2.45, indicating a significant negative impact of moral development on collective violence at the 0.05 level. This variable explains approximately 2.56% of the variance in collective violence (Table 4 and Figure 2).

The results also indicated that the quality of the relationship with the father has a direct, significant negative impact on collective violence (significance coefficient less than -1.96). This relationship suggests that the better the quality of the relationship with the father, the lower the likelihood of collective violence. The standardized coefficient for this relationship is -0.59, and its significance coefficient is -8.98, indicating a strong, significant impact of the relationship with the father on reducing collective violence. This variable explains approximately 34.81% of the variance in collective violence (Table 4 and Figure 2).

The results showed that the quality of the relationship with the mother has a direct, significant negative impact on collective violence (significance coefficient less than -1.96). This means that the better and

more supportive the relationship with the mother, the less likely collective violence will occur. The standardized coefficient for this relationship is -0.46, and its significance coefficient is -7.06, indicating a significant negative impact of the relationship with the mother on collective violence. This variable explains approximately 21.16% of the variance in collective violence (Table 4 and Figure 2).

The results also showed that the relationship with peers has a direct, significant positive impact on collective violence (significance coefficient less than -1.96). This relationship indicates that the more negative the quality of the relationship with peers, the more likely collective violence will occur. The standardized coefficient for this relationship is 0.24, and its significance coefficient is 3.70, indicating a significant positive impact of the relationship with peers on increasing collective violence. This variable explains approximately 5.76% of the variance in collective violence (Table 4 and Figure 2).

The results showed that moral development had a positive and significant impact on psychological security, with a standard coefficient of 0.41 and a significance coefficient of 6.21. This indicates that for every one-unit increase in moral development, psychological security increases by 0.41 units. Psychological security also had a negative and significant impact on collective violence, with a standard coefficient of -0.24 and a significance coefficient of -3.70. This means that for every one-unit increase in psychological security, collective violence decreases by 0.24 units. Therefore, moral development impacts collective violence through the mediating role of psychological security. In this model, 16.8% of the variations in collective violence were explained by moral development (Table 4 and Figure 2).

The results indicated that the relationship with the father had a positive and significant impact on psychological security, with a standard coefficient of 0.54 and a significance coefficient of 8.24. This suggests that for every one-unit increase in the quality of the relationship with the father, psychological security increases by 0.54 units. Psychological security also had a negative and significant impact on collective violence, with a standard coefficient of -0.24 and a significance coefficient of -3.70. Therefore, the relationship with the father impacts collective violence through the mediating role of psychological security. In this model, 29.2% of the variations in collective violence were explained by the relationship with the father (Table 4 and Figure 2).

The results showed that the relationship with the mother had a positive and significant impact on psychological security, with a standard coefficient of 0.50 and a significance coefficient of 7.65. This indicates that for every one-unit increase in the quality of the relationship with the mother, psychological security increases by 0.50 units. Psychological security also had a negative and significant impact on collective violence, with a standard coefficient of -0.24 and a significance coefficient of -3.70. Therefore, the relationship with the mother impacts collective violence through the mediating role of psychological security. In this model, 25% of the variations in collective violence were explained by the relationship with the mother (Table 4 and Figure 2).

The results indicated that peer relationships had a negative and significant impact on psychological security, with a standard coefficient of -0.53 and a significance coefficient of -8.06. This suggests that for every one-unit increase in negative peer relationships, psychological security decreases by 0.53 units. Psychological security also had a negative and significant impact on collective violence, with a standard coefficient of -0.24 and a significance coefficient of -3.70. Therefore, peer relationships impact collective violence through the mediating role of psychological security. In this model, 12.7% of the variations in collective violence were explained by peer relationships (Table 4 and Figure 2).

5. In the path analysis, you need to write the direct and indirect effect of independent variables on dependent variables.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 7-8 line: 216-315

The results showed that the level of moral development has a direct, significant negative impact on collective violence (significance coefficient less than -1.96). This means that the higher an individual's moral development, the less likely they are to engage in violent collective behaviors. The standardized coefficient for this relationship is -0.16, and its significance coefficient is -2.45, indicating a significant negative impact of moral development on collective violence at the 0.05 level. This variable explains approximately 2.56% of the variance in collective violence (Table 4 and Figure 2).

The results also indicated that the quality of the relationship with the father has a direct, significant negative impact on collective violence (significance coefficient less than -1.96). This relationship suggests that the better the quality of the relationship with the father, the lower the likelihood of collective violence. The standardized coefficient for this relationship is -0.59, and its significance coefficient is -8.98, indicating a strong, significant impact of the relationship with the father on reducing collective violence. This variable explains approximately 34.81% of the variance in collective violence (Table 4 and Figure 2).

The results showed that the quality of the relationship with the mother has a direct, significant negative impact on collective violence (significance coefficient less than -1.96). This means that the better and more supportive the relationship with the mother, the less likely collective violence will occur. The standardized coefficient for this relationship is -0.46, and its significance coefficient is -7.06, indicating a significant negative impact of the relationship with the mother on collective violence. This variable explains approximately 21.16% of the variance in collective violence (Table 4 and Figure 2).

The results also showed that the relationship with peers has a direct, significant positive impact on collective violence (significance coefficient less than -1.96). This relationship indicates that the more negative the quality of the relationship with peers, the more likely collective violence will occur. The standardized coefficient for this relationship is 0.24, and its significance coefficient is 3.70, indicating a significant positive impact of the relationship with peers on increasing collective violence. This variable explains approximately 5.76% of the variance in collective violence (Table 4 and Figure 2).

The results showed that moral development had a positive and significant impact on psychological security, with a standard coefficient of 0.41 and a significance coefficient of 6.21. This indicates that for every one-unit increase in moral development, psychological security increases by 0.41 units. Psychological security also had a negative and significant impact on collective violence, with a standard coefficient of -0.24 and a significance coefficient of -3.70. This means that for every one-unit increase in psychological security, collective violence decreases by 0.24 units. Therefore, moral development impacts collective violence through the mediating role of psychological security. In this model, 16.8% of the variations in collective violence were explained by moral development (Table 4 and Figure 2).

The results indicated that the relationship with the father had a positive and significant impact on psychological security, with a standard coefficient of 0.54 and a significance coefficient of 8.24. This

suggests that for every one-unit increase in the quality of the relationship with the father, psychological security increases by 0.54 units. Psychological security also had a negative and significant impact on collective violence, with a standard coefficient of -0.24 and a significance coefficient of -3.70. Therefore, the relationship with the father impacts collective violence through the mediating role of psychological security. In this model, 29.2% of the variations in collective violence were explained by the relationship with the father (Table 4 and Figure 2).

The results showed that the relationship with the mother had a positive and significant impact on psychological security, with a standard coefficient of 0.50 and a significance coefficient of 7.65. This indicates that for every one-unit increase in the quality of the relationship with the mother, psychological security increases by 0.50 units. Psychological security also had a negative and significant impact on collective violence, with a standard coefficient of -0.24 and a significance coefficient of -3.70. Therefore, the relationship with the mother impacts collective violence through the mediating role of psychological security. In this model, 25% of the variations in collective violence were explained by the relationship with the mother (Table 4 and Figure 2).

The results indicated that peer relationships had a negative and significant impact on psychological security, with a standard coefficient of -0.53 and a significance coefficient of -8.06. This suggests that for every one-unit increase in negative peer relationships, psychological security decreases by 0.53 units. Psychological security also had a negative and significant impact on collective violence, with a standard coefficient of -0.24 and a significance coefficient of -3.70. Therefore, peer relationships impact collective violence through the mediating role of psychological security. In this model, 12.7% of the variations in collective violence were explained by peer relationships (Table 4 and Figure 2).

1. Many sentences have no reference (for example fifth paragraph of Background or in Instruments section).

Authors' response: While thanking you for your valuable comment, the source was included in the desired paragraphs

2. Descriptive statistics are not used for the examination. Correct the corresponding sentence.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 6 line: 216-234

Data Analysis Method: The data were entered into SPSS18 and EQS6.2 for analysis. Descriptive statistics were used to examine demographic characteristics and the central and dispersion indices of the research variables. Descriptive statistics included measures of central tendency (mean, median, mode) and measures of variability (standard deviation, variance, range). Frequency distributions and percentages were also calculated for categorical variables. Inferential statistics were employed to test the hypotheses and assess the relationships between variables. Path analysis was used to test the conceptual model and assess direct and indirect relationships between variables. This involved estimating the standardized regression coefficients (beta weights) for each path in the model. In path analysis, significance coefficients (z-values) less than -1.96 or greater than 1.96 indicate a significant relationship at the 0.05 level. Model fit was evaluated using several indices: Chi-Square/Degrees of Freedom (CMIN/DF): A value less than 3 indicates a good fit. Goodness of Fit Index (GFI): Values close to 1 indicate a good fit. Adjusted Goodness of Fit Index (AGFI): Values close to 1 indicate a good fit. Normed Fit Index (NFI): Values close to 1 indicate a good fit. Comparative Fit Index (CFI): Values close to 1 indicate a good fit. Incremental Fit Index (IFI): Values close to 1 indicate a good fit. Parsimony Normed Fit Index (PNFI): Values close to 1 indicate a good fit. Root Mean Square Error of

Approximation (RMSEA): Values less than 0.08 indicate a good fit. These methods ensured the accuracy and validity of the results, adhering to international scientific standards. The results of the path analysis were interpreted to understand the direct and indirect effects of peer relationships, moral development, and family relationships on collective violence, with psychological security as a mediating variable.

3. It is not referred to figure 1 in the text.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P:7-8 line: 261-315

The results showed that the level of moral development has a direct, significant negative impact on collective violence (significance coefficient less than -1.96). This means that the higher an individual's moral development, the less likely they are to engage in violent collective behaviors. The standardized coefficient for this relationship is -0.16, and its significance coefficient is -2.45, indicating a significant negative impact of moral development on collective violence at the 0.05 level. This variable explains approximately 2.56% of the variance in collective violence (Table 4 and Figure 2).

The results also indicated that the quality of the relationship with the father has a direct, significant negative impact on collective violence (significance coefficient less than -1.96). This relationship suggests that the better the quality of the relationship with the father, the lower the likelihood of collective violence. The standardized coefficient for this relationship is -0.59, and its significance coefficient is -8.98, indicating a strong, significant impact of the relationship with the father on reducing collective violence. This variable explains approximately 34.81% of the variance in collective violence (Table 4 and Figure 2).

The results showed that the quality of the relationship with the mother has a direct, significant negative impact on collective violence (significance coefficient less than -1.96). This means that the better and more supportive the relationship with the mother, the less likely collective violence will occur. The standardized coefficient for this relationship is -0.46, and its significance coefficient is -7.06, indicating a significant negative impact of the relationship with the mother on collective violence. This variable explains approximately 21.16% of the variance in collective violence (Table 4 and Figure 2).

The results also showed that the relationship with peers has a direct, significant positive impact on collective violence (significance coefficient less than -1.96). This relationship indicates that the more negative the quality of the relationship with peers, the more likely collective violence will occur. The standardized coefficient for this relationship is 0.24, and its significance coefficient is 3.70, indicating a significant positive impact of the relationship with peers on increasing collective violence. This variable explains approximately 5.76% of the variance in collective violence (Table 4 and Figure 2).

The results showed that moral development had a positive and significant impact on psychological security, with a standard coefficient of 0.41 and a significance coefficient of 6.21. This indicates that for every one-unit increase in moral development, psychological security increases by 0.41 units. Psychological security also had a negative and significant impact on collective violence, with a standard coefficient of -0.24 and a significance coefficient of -3.70. This means that for every one-unit increase in psychological security, collective violence decreases by 0.24 units. Therefore, moral development impacts collective violence through the mediating role of psychological security. In this model, 16.8% of the variations in collective violence were explained by moral development (Table 4

and Figure 2).

The results indicated that the relationship with the father had a positive and significant impact on psychological security, with a standard coefficient of 0.54 and a significance coefficient of 8.24. This suggests that for every one-unit increase in the quality of the relationship with the father, psychological security increases by 0.54 units. Psychological security also had a negative and significant impact on collective violence, with a standard coefficient of -0.24 and a significance coefficient of -3.70. Therefore, the relationship with the father impacts collective violence through the mediating role of psychological security. In this model, 29.2% of the variations in collective violence were explained by the relationship with the father (Table 4 and Figure 2).

The results showed that the relationship with the mother had a positive and significant impact on psychological security, with a standard coefficient of 0.50 and a significance coefficient of 7.65. This indicates that for every one-unit increase in the quality of the relationship with the mother, psychological security increases by 0.50 units. Psychological security also had a negative and significant impact on collective violence, with a standard coefficient of -0.24 and a significance coefficient of -3.70. Therefore, the relationship with the mother impacts collective violence through the mediating role of psychological security. In this model, 25% of the variations in collective violence were explained by the relationship with the mother (Table 4 and Figure 2).

The results indicated that peer relationships had a negative and significant impact on psychological security, with a standard coefficient of -0.53 and a significance coefficient of -8.06. This suggests that for every one-unit increase in negative peer relationships, psychological security decreases by 0.53 units. Psychological security also had a negative and significant impact on collective violence, with a standard coefficient of -0.24 and a significance coefficient of -3.70. Therefore, peer relationships impact collective violence through the mediating role of psychological security. In this model, 12.7% of the variations in collective violence were explained by peer relationships (Table 4 and Figure 2).

4. Write the Abbreviations under figure 1.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P: 15-16 line: 451-458

Abbreviations

The abbreviations used in this study include the Multidimensional Questionnaires on Acceptance of Collective Violence (MPACV), the Moral Development Questionnaire (MDQ), the Fine's Parent-Child Relationship Questionnaire (FP-CRQ), the Adolescent Peer Relations Instrument (APRI), and Maslow's Psychological Security Questionnaire (MPSQ). The model fit indices include Chi-Square/Degrees of Freedom (CMIN/DF), Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index (AGFI), Normed Fit Index (NFI), Comparative Fit Index (CFI), Incremental Fit Index (IFI), Parsimony Normed Fit Index (PNFI), and Root Mean Square Error of Approximation (RMSEA).

OPEN PEER REVIEW

Revision (1)

REFEREE : Reviewer — 10 Sep 2024

Dear Editor
The authors have only corrected some of the flaws. It seems to need major revisions especially in Methods and Results section. For reanalysis, study data must also be submitted.

Major comments
1. The sample size calculation is incorrect. On the other hand, this type of sample size is only for descriptive studies, not analytical.
2. What is meant by "significant coefficient less than -1.96"? Write the P values after the coefficients.
3. In the path analysis, you need to write the direct and indirect effect of independent variables on dependent variables. (Add a table for path analysis).

Masoudeh Babakhanian : Reviewer — 10 Sep 2024

Dear Associate Editor
my comment: "- Please add Summary of hypotheses about the subject in a separate sub- title in introduction."
Thank you for your reply, Please write for each hypothesis who is the owner of this hypothesis and mention the specific reference to that hypothesis.
Thanks

REFEREE : Reviewer — 19 Sep 2024

It is acceptable

REFEREE : Associate Editor — 22 Sep 2024

Dear EIC,
According to the peer reviewer of this article, a specific item still needs to be corrected in
the article, so the authors should make the desired correction and submit the revised article
again.
Thanks.

Fatemeh Ehsani : EIC

23 Sep 2024

Dear Authors
According to the reviewers and associate editor’s comments, your article needs to be revised majorly. When revising your manuscript, please consider all issues mentioned in the reviewers' comments carefully: please outline every change made in response to their comments and submit the required files up two months.
Best Regards

OPEN PEER REVIEW

Revision (2)

Reply to Reviewers

Ideally, the reviewing process can significantly improve the submitted manuscripts by allowing the authors to take into account the advice of reviewers. Author(s) must reply to all reviewers' comments in a separate Word file, point by point. A "**Reply to Reviewers**" document is submitted along with revised manuscript during submission of revised files, summarizing the changes that the authors made in response to the reviewers' comments. The responses to reviewers' comments specifies how the authors addressed each comment the reviewers made.

You can read the authors' responses to the reviewers' comments in the next page.

Dear Reviewers,

We would like to express our sincere gratitude to the esteemed reviewers for their valuable insights and recommendations regarding our manuscript titled *"The Impact of Peer Relationships, Moral Development, and Family Relationships on Collective Violence with the Mediating Role of Psychological Security."* In response to the constructive feedback, we have carefully reviewed each comment and made the necessary revisions to enhance the clarity, accuracy, and scientific rigor of our work.

Below, we provide a detailed account of the modifications made in response to the reviewers' suggestions. Each comment has been addressed with the corresponding changes reflected in the manuscript, including the addition of hypotheses, adjustments to the sample size calculation, improvements to the methodological explanation, and elaboration on the statistical analyses. We trust that these revisions will meet the expectations of the reviewers and contribute to the overall quality of the paper.

Reviewer 1:
comment: "- Please add Summary of hypotheses about the subject in a separate sub- title in introduction."
Thank you for your reply, Please write for each hypothesis who is the owner of this hypothesis and mention the specific reference to that hypothesis.
Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows
Changes made: **P:4-5 line: 126-164** **Hypothesis 1:** Higher levels of moral development will have a direct, significant negative impact on collective violence. **Reference:** This hypothesis aligns with the findings of Nussio (2023), which suggest that moral beliefs play a critical role in preventing collective violence by promoting ethical reasoning and empathy (10). **Hypothesis 2:** The quality of the relationship with the father will have a direct, significant negative impact on collective violence. **Reference:** Solimannejad et al. (2022) highlight the importance of parental relationships, particularly with fathers, in reducing aggressive behaviors among Iranian male adolescents (27, 33). **Hypothesis 3:** The quality of the relationship with the mother will have a direct, significant negative impact on collective violence. **Reference:** Similar to the previous hypothesis, Navas-Martínez et al. (2023) emphasize that

maternal attachments, through fostering emotional security, lower the likelihood of violence (35).

Hypothesis 4: Negative peer relationships will have a direct, significant positive impact on collective violence.
Reference: McCloskey and Stuewig (2001) demonstrate how poor peer relationships increase exposure to negative behaviors, subsequently escalating involvement in collective violence (36).

Hypothesis 5: Psychological security will have a negative and significant impact on collective violence.
Reference: According to Mattaini (2003), enhancing psychological security is fundamental in reducing the psychological drivers behind collective violence (44).

Hypothesis 6: Peer relationships have a significant negative impact on collective violence through the mediating role of psychological security among male high school students.
Reference: Berkowitz and Winstok (2022) note that strong, positive peer relationships can enhance psychological security, mitigating the effects of collective violence (37).

Hypothesis 7: Moral development has a significant negative impact on collective violence through the mediating role of psychological security among male high school students.
Reference: Hsu and Ouyang (2022) found that interventions promoting moral reasoning help foster psychological security, thereby reducing violent tendencies (29).

Hypothesis 8: Relationships with the father have a significant negative impact on collective violence through the mediating role of psychological security among male high school students.
Reference: Labella and Masten (2018) argue that supportive paternal relationships contribute to a sense of security, reducing aggression (34).

Hypothesis 9: Relationships with the mother have a significant negative impact on collective violence through the mediating role of psychological security among male high school students.
Reference: Zhou et al. (2023) explain that secure maternal relationships help develop resilience and psychological security, which in turn reduces violent behavior (33).

Reviewer 2:

It is acceptable

Reviewer 3:

The authors have only corrected some of the flaws. It seems to need major revisions especially in Methods and Results section. For reanalysis, study data must also be submitted.

Authors' response: While thanking you for your valuable comment, the access link to the data of the article is placed below:

https://docs.google.com/spreadsheets/d/1GE1t_HAfMVsSxBxFiT_tt-3Z8a3mD29E/edit?

usp=sharing&ouid=100348463911041449321&rtpof=true&sd=true

Major comments

1. The sample size calculation is incorrect. On the other hand, this type of sample size is only for descriptive studies, not analytical.

Authors' response: Dear Reviewer,

Thank you for your valuable feedback. I have carefully considered your comments regarding the sample size calculation and the nature of the study being analytical rather than descriptive. Below is my response and the corresponding modifications made to the manuscript:

1. **Correction of Sample Size Calculation**:
   Upon reviewing your feedback, I acknowledge the misalignment in the sample size calculation. To rectify this, I conducted a proper power analysis using G*Power software. The analysis was tailored for an analytical study, with the following parameters: a significance level of 0.05, a power of 0.80, and a small effect size of 0.1. This resulted in a required minimum sample size of approximately 787 participants. The revised section of the manuscript now reflects these calculations.
2. **Justification for the 1300 Sample Size**:
   While the power analysis indicated that a minimum sample size of 787 would be sufficient, I opted to increase the sample size to 1300 participants to enhance the robustness and generalizability of the findings. A larger sample size improves the precision and validity of the results, particularly in detecting smaller effects and examining the mediating role of psychological security. Given the critical nature of the study's topic, a larger sample ensures more reliable and representative results, even when assessing small-to-medium effects.
3. **Higher Quality of Results**:
   The decision to use a larger sample size also allows for more accurate analysis of the mediating variables, such as psychological security, and ensures that the findings can better inform educational and social policies. The larger sample size enables the study to capture more subtle variations in the relationships between the variables, leading to more robust and generalizable conclusions.

we would like to remind you that the changes made in the text are as follows

Changes made:
P:6 line: 190-197

To ensure that the sample size is appropriate for an analytical study, a power analysis was conducted using G*Power software. This analysis considered a significance level of 0.05, a power of 0.80, and an effect size of 0.1. Based on these parameters, the required sample size was calculated to be approximately 787 participants, ensuring the detection of small-to-medium-sized effects. However, to improve the robustness and generalizability of the findings, the sample size was increased to 1300 participants through cluster sampling. This larger sample enhances the accuracy and validity of the results, particularly in examining the mediating role of psychological security (56).

2. What is meant by "significant coefficient less than -1.96"? Write the P values after the coefficients.

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P:7 line: 245-250

Data Analysis Method: statistics were applied to examine the demographic characteristics and central and dispersion indices of the research variables, including measures of central tendency (mean, median, mode) and variability (standard deviation, variance). Frequency distributions and percentages were calculated for categorical variables. For inferential statistics, path analysis was used to test the conceptual model and assess the direct and indirect relationships between variables. The analysis involved estimating the standardized regression coefficients (beta weights) for each path in the model. Statistical significance of the relationships was determined using p-values; paths with a p-value less than 0.05 were considered statistically significant, ensuring accuracy in the interpretation of relationships. Model fit was evaluated using several indices: Chi-Square/Degrees of Freedom (CMIN/DF): A value less than 3 indicates a good fit. Goodness of Fit Index (GFI): Values close to 1 indicate a good fit. Adjusted Goodness of Fit Index (AGFI): Values close to 1 indicate a good fit. Normed Fit Index (NFI): Values close to 1 indicate a good fit. Comparative Fit Index (CFI): Values close to 1 indicate a good fit. Incremental Fit Index (IFI): Values close to 1 indicate a good fit. Parsimony Normed Fit Index (PNFI): Values close to 1 indicate a good fit. Root Mean Square Error of Approximation (RMSEA): Values less than 0.08 indicate a good fit (63). These methods ensured the accuracy and validity of the results, adhering to international scientific standards. The results of the path analysis were interpreted to understand the direct and indirect effects of peer relationships, moral development, and family relationships on collective violence, with psychological security as a mediating variable.

Changes made:
P:15 line: 469-476

Table 4: Values of Significance and Standard Coefficients in the Conceptual Model of the Research

Dependent Variable	Independent Variable	Standard Coefficient	t-value	P-value
Moral Development	Collective Violence	-0.11	-3.89*	<0.001
Relationship with Father	Collective Violence	-0.18	-6.07	<0.001
Relationship with Mother	Collective Violence	-0.15	-5.28	<0.001
Relationship with Peers	Collective Violence	0.09	3.57	<0.001
Psychological Security	Collective Violence	-0.27	-7.83	<0.001
Moral Development	Psychological Security	0.29	13.31	<0.001
Relationship with Father	Psychological Security	0.30	13.45	<0.001
Relationship with Mother	Psychological Security	0.31	14.34	<0.001
Relationship with Peers	Psychological Security	-0.17	-8.35	<0.001

*The term "significant coefficient less than -1.96" refers to the t-value in hypothesis testing. In a

standard normal distribution, a t-value greater than ±1.96 indicates that the corresponding coefficient is statistically significant at the 95% confidence level ($P < 0.05$). When the t-value is less than -1.96, the relationship between the independent and dependent variables is significantly negative, meaning that as the independent variable increases, the dependent variable decreases, and this result is unlikely to be due to chance. Conversely, a t-value greater than 1.96 indicates a significantly positive relationship.

3. In the path analysis, you need to write the direct and indirect effect of independent variables on dependent variables. (Add a table for path analysis).

Authors' response: While thanking you for your valuable comment, we would like to remind you that the changes made in the text are as follows

Changes made:
P:8-9 line: 339-287

Hypothesis 1: Moral development has a **direct, significant negative impact** on collective violence, with a standardized coefficient of **-0.11**, a t-value of -**3.89**, and a p-value of **<0.001**. This suggests that higher levels of moral development significantly decrease the likelihood of engaging in collective violence (Table 4, and Figures 2 and 3).

Hypothesis 2: The relationship with the father has a direct, significant negative impact on collective violence, with a standardized coefficient of -0.18, a t-value of -6.07, and a p-value of <0.001. This suggests that a stronger relationship with the father significantly reduces the likelihood of engaging in collective violence (Table 4, and Figures 2 and 3).

Hypothesis 3: The relationship with the mother has a direct, significant negative effect on collective violence, with a standardized coefficient of -0.15, a t-value of -5.28, and a p-value of <0.001. A better relationship with the mother directly reduces the chances of collective violence (Table 4, and Figures 2 and 3).

Hypothesis 4: Negative peer relationships have a direct, significant positive effect on collective violence, as shown by a standardized coefficient of 0.09, a t-value of 3.57, and a p-value of <0.001. This implies that negative peer relationships directly increase the likelihood of collective violence (Table 4, and Figures 2 and 3).

Hypothesis 5: Psychological security has a direct, significant negative impact on collective violence, with a standardized coefficient of -0.27, a t-value of -7.83, and a p-value of <0.001. Enhancing psychological security directly reduces the likelihood of collective violence (Table 4, and Figures 2 and 3).

Hypothesis 6: Peer relationships have an indirect negative impact on collective violence through the mediating role of psychological security. The standardized coefficient between peer relationships and psychological security is -0.17 (t-value -8.35, p-value <0.001), indicating that negative peer relationships significantly reduce psychological security. Psychological security, in turn, has a negative effect on collective violence, with a standardized coefficient of -0.27 (t-value -7.83, p-value <0.001). The indirect effect of peer relationships on collective violence through psychological security is 0.0459, meaning negative peer relationships indirectly increase the likelihood of collective violence by reducing

psychological security (Tables 4 and 5, and Figures 2 and 3).

Hypothesis 7: Moral development indirectly impacts collective violence through psychological security. The standardized coefficient between moral development and psychological security is 0.29 (t-value 13.31, p-value <0.001), showing that higher levels of moral development significantly improve psychological security. Psychological security then has a negative effect on collective violence, with a standardized coefficient of -0.27 (t-value -7.83, p-value <0.001). The indirect effect of moral development on collective violence via psychological security is 0.0783, suggesting that moral development reduces collective violence by enhancing psychological security (Tables 4 and 5, and Figures 2 and 3).

Hypothesis 8: The relationship with the father has an indirect effect on collective violence through the mediating role of psychological security. The standardized coefficient between the relationship with the father and psychological security is 0.30 (t-value 13.45, p-value <0.001), indicating that a positive paternal relationship significantly improves psychological security. Psychological security then negatively influences collective violence, with a standardized coefficient of -0.27 (t-value -7.83, p-value <0.001). The indirect effect of the relationship with the father on collective violence is -0.081, suggesting that a better relationship with the father decreases collective violence through its positive impact on psychological security (Tables 4 and 5, and Figures 2 and 3).

Hypothesis 9: The relationship with the mother also indirectly affects collective violence through psychological security. The standardized coefficient between the relationship with the mother and psychological security is 0.31 (t-value 14.34, p-value <0.001), demonstrating that a positive maternal relationship significantly enhances psychological security. Psychological security then negatively impacts collective violence, with a standardized coefficient of -0.27 (t-value -7.83, p-value <0.001). The indirect effect of the relationship with the mother on collective violence is -0.0837, meaning that a supportive relationship with the mother decreases collective violence through improved psychological security (Tables 4 and 5, and Figures 2 and 3).

Changes made:
P:15 line: 477-479

Table 5: Path Analysis of Direct and Indirect Effects of Independent Variables on Collective Violence

Independent Variable	Dependent Variable	Direct Effect	Indirect Effect (via Psychological Security)	Total Effect
Moral Development	Collective Violence	-0.11	(-0.29) * (-0.27) = 0.0783	-0.11 + 0.0783 = -0.0317
Relationship with Father	Collective Violence	-0.18	(0.30) * (-0.27) = -0.081	-0.18 + (-0.081) = -0.261
Relationship with Mother	Collective Violence	-0.15	(0.31) * (-0.27) = -0.0837	-0.15 + (-0.0837) = -0.2337

Relationship with Peers	Collective Violence	0.09	(-0.17) * (-0.27) = 0.0459	0.09 + 0.0459 = 0.1359
Psychological Security	Collective Violence	-0.27	N/A	-0.27

OPEN PEER REVIEW

Revision (2)

Masoudeh Babakhanian : Reviewer — 29 Sep 2024

no comment

REFEREE : Reviewer — 4 Oct 2024

Dear Associate Editor
The authors have corrected the flaws, and I think the submitted manuscript is suitable for publishing.

REFEREE : Associate Editor — 5 Oct 2024

Dear EIC,
The authors of the article have made the necessary corrections and the article has been
modified based on the opinions of the reviewers and has been raised to an acceptable level
for acceptance. The article is currently acceptable for publication.
Thanks.

Fatemeh Ehsani : EIC — 5 Oct 2024

Dear Authors
We are pleased to inform you that your article is accepted for publication in the MEJRHS. We hope to receive the other qualified articles from your group.
Best Regards