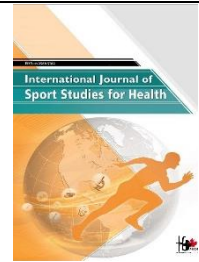


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Comparison of the Effectiveness of a Gymnastics Training Program and Teaching Games for Understanding on Improving Gross Motor Skills in Children Aged 4 to 11 Years

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E d i t o r	R e v i e w e r s
Pantelis Theo Nikolaidis ¹  School of Health and Caring Sciences, University of West Attica, Athens, Greece l.youzbashi@znu.ac.ir	Reviewer 1: Yaghob Badriazarin ¹  Associate Professor of Sport Sciences, Tabriz University, Tabriz, Iran. Email: badriazarin@tbzmed.ac.ir Reviewer 2: Seyed Ali Darbani ¹  Assistant Professor, Department of Psychology and Counseling, South Tehran Branch, Islamic Azad University, Tehran, Iran. Email: Ali.darbani@iau.ac.ir

1. Round 1

1.1 Reviewer 1

Reviewer:

The sentence "Both the gymnastics training program and TGfU approach significantly improved gross motor skills" could benefit from more precise quantification of the improvement. Specify the percentage increase or statistical effect sizes for better clarity.

In the measures section, the reliability percentages of BOT-2 are given. Consider briefly discussing why this test was chosen over others for evaluating motor skills, particularly in the study's cultural or educational context.

On page 7, the description of the gymnastics training protocol could benefit from specifying the duration and intensity of each session to allow for replication.

In the TGfU intervention description, it is mentioned that "visual aids are used." Providing examples or details about these aids (e.g., specific videos or models) would enhance clarity.

In the TGfU description, intrinsic motivation is emphasized. Include a brief mention of any psychological assessments used to measure this or suggest integrating such measures in future research.

Author revised the manuscript and uploaded the updated document.

1.2 Reviewer 2

Reviewer:

In the introduction, you state, "Limited studies have compared the relative effectiveness of these methods on gross motor skill development." Adding a few key references to highlight the gap in literature would strengthen the argument.

On page 5, the use of convenience sampling is described. Please elaborate on why this sampling method was chosen and discuss any limitations it might pose for generalizability.

In the methodology section, the age-based subgroups (4–7 years and 8–11 years) need further justification. Why were these particular age brackets chosen? Were developmental considerations or previous studies used as a guide?

In the discussion, the connection to Achievement Goal Theory is mentioned. Strengthen this by including specific examples of how the interventions promoted task-oriented goals.

On page 14, the limitations section is concise. Consider elaborating on cultural or regional factors that might affect the applicability of findings to broader contexts.

The short duration of the interventions is noted as a limitation. Expound on how long-term studies might be designed to address this limitation.

Author revised the manuscript and uploaded the updated document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.