





Providing a Model for Implementing Knowledge Sharing in Educational Organizations (Case Study: School Principals of Ahvaz City)

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1. Round 1

1.1. Reviewer 1

Reviewer:

The discussion on Karl Popper's division of knowledge into three worlds seems somewhat tangential. While it provides a philosophical background, its direct relevance to the study's objectives is unclear. Clarifying how this theoretical framework informs the research would strengthen the introduction.

The paper would benefit from a discussion on the trustworthiness of the qualitative data, including strategies such as triangulation, member checking, or peer debriefing to ensure the reliability and validity of the findings.

The subcategories identified through axial coding are well-organized. However, the criteria for how these subcategories were grouped into broader categories are not explicitly stated. Including this reasoning would strengthen the credibility of the categorization process.

The paper emphasizes individual factors in knowledge sharing but does not sufficiently explore the interplay between these factors and organizational or cultural factors. A more integrated discussion considering these interactions would provide a more comprehensive understanding of the findings.

The conceptual framework presented in Figure 1 is a useful summary. However, the figure could be enhanced by clearly indicating the relationships and directionality between the different factors and components.

Authors revised the manuscripts.

1.2. Reviewer 2

Reviewer:

The mention of Alvin Toffler's theories about the knowledge-based economy is interesting but lacks a direct connection to the specific focus of this study on educational organizations. Expanding on how these theories influence or support the research hypotheses would be beneficial.

The study states that 15 participants were selected through snowball sampling. However, there is no detailed justification for this sample size. Providing a rationale, perhaps through references to similar studies or statistical justification for achieving saturation, would enhance the methodology section.

The description of the semi-structured interviews is somewhat vague. It would be useful to provide an example of the interview questions or themes to give readers insight into how the interviews were conducted and how they align with the study's objectives.

While the paper mentions using open, axial, and selective coding, it does not provide details on how these coding methods were applied. An example of the coding process with specific excerpts from the data would make this section more transparent and replicable.

The presentation of participant characteristics in Table 1 is informative, but the table lacks a discussion of how these characteristics may influence the findings. A brief analysis of the participant demographics and their potential impact on the results would be helpful.

The conclusion mentions that knowledge sharing is crucial for improving performance, but it does not delve into the practical implications of the model for educational organizations. Expanding this section to include specific recommendations or strategies for practitioners would increase the paper's impact.

The manuscript does not appear to include a discussion of the study's limitations. Addressing potential limitations, such as the generalizability of the findings or the potential bias in participant selection, would provide a more balanced view of the research.

Authors revised the manuscripts.

2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.