

Providing an Adult Education Model for Shahed and Isargaran Schools in Tehran Province (Grounded Theory)

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1. Round 1

1.1. Reviewer 1

Reviewer:

The phrase, "based on theoretical saturation, 15 experts were selected," could use further detail on how theoretical saturation was determined and if alternative sampling methods were considered.

The statement, "Globalization is a multidimensional phenomenon," may need more specific examples of how globalization directly impacts adult education in Tehran Province to strengthen the contextual relevance of the study.

Table 3 lists various indices under the dimension "Causal Factors." Consider adding a brief rationale on why these specific factors were considered causal rather than contextual or intervening.

The study mentions "deep interviews with experts," but it would be beneficial to specify how expert opinions were recorded, transcribed, and coded to ensure data accuracy and researcher impartiality.

The phrase, "One of the results of these changes is the increasing social demand for education," could use support from recent demographic or statistical data to substantiate the claim of rising demand.

When discussing “adult education focuses on literacy for youth and adults,” provide citations or a brief comparison with other adult education models globally to contextualize this statement.

Consider elaborating on “strategies for optimal learning” by identifying specific teaching-learning strategies that are most relevant to adult education in Tehran, rather than general strategies.

The limitation, “The research was conducted using a qualitative method,” could be expanded with details on how this limitation might have impacted the findings, particularly in terms of potential bias or sample size constraints.

The sentence, “Human capital is a transformative input for economic growth,” could be enhanced by citing specific studies that directly link adult education to economic growth in comparable contexts.

Authors revised the manuscript and uploaded the new document.

1.2. Reviewer 2

Reviewer:

It would be helpful to include an explanation on how “socio-cultural,” “educational,” and “economic” components were defined and differentiated from one another during coding, as these terms could overlap in meaning.

The text states, “Data analysis was performed in three stages of open, axial, and selective coding.” Consider adding more in-depth descriptions of each coding stage, particularly in how selective coding was refined.

The sentence, “Given these points, it appears that education is the only tool,” might benefit from a broader perspective or acknowledgment of alternative tools that also contribute to adult education reform.

When explaining “organizational culture” and its relevance to adult education, the article could benefit from practical examples illustrating how specific cultural factors in Tehran impact educational success or challenges.

This table shows component prioritization; a brief description of the prioritization process could clarify why certain components are deemed more critical than others.

The article references “educational consequences of globalization.” Further specification on what these consequences entail for adult learners in Tehran would provide a stronger basis for the research aim.

The claim, “Adult education is considered one of the most important pillars,” could benefit from additional theoretical support or direct references that position adult education within educational modernization frameworks.

Authors revised the manuscript and uploaded the new document.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.