

Characteristics of Entrepreneurship-Based Curriculum Objectives in the Second Elementary Education System of Iran

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1. Round 1

1.1. Reviewer 1

Reviewer:

The sentence "Entrepreneurship is the process of designing, launching, and managing new businesses..." could benefit from a clearer connection to the study's specific educational context. Consider clarifying how entrepreneurship here specifically applies to elementary-level students.

While Cohen's Kappa coefficient is provided (0.712), the text could benefit from a brief explanation of this statistic, especially for readers unfamiliar with it, and a comment on the threshold used to consider this value acceptable.

The process of deriving "83 indices" from open coding could be clearer if you provide a few concrete examples of how these indices were identified and coded from raw interview data.

The term "Strengthening and nurturing the entrepreneurial spirit" is somewhat broad. Consider specifying key components of this theme or providing examples to support interpretation.

The three main categories identified (entrepreneurial spirit, self-employment, and creative thinking) are robust; however, further elaboration on their interconnections or hierarchical relationships could strengthen readers' understanding.

The reference to "Güven's theoretical perspective" lacks detail. Including more context on this theory's principles would help readers unfamiliar with it understand its relevance to the study.

Expanding on the "sample size was restricted to 25 experts" to discuss why this sample was deemed sufficient for qualitative saturation would improve transparency.

Authors revised the manuscript and uploaded the new document.

1.2. Reviewer 2

Reviewer:

In the discussion on global entrepreneurship education (mentioning Finland, Netherlands, Poland, etc.), please provide more detailed comparisons or examples on how these countries implement entrepreneurship in elementary education to strengthen this contextual background.

The objective, "to identify characteristics of entrepreneurship-based curriculum objectives," lacks specificity regarding anticipated outcomes. It would be beneficial to outline the expected impact or applications of these characteristics in the Iranian educational system.

The statement that "participants must have at least a master's degree" seems restrictive. Consider discussing why this criterion was used and how it might have limited or influenced the range of perspectives included.

It is mentioned that "purposive judgmental sampling was used." Adding a brief justification for why this method was preferred over others, such as random sampling, would enhance the methodological rigor.

"The data collection tool was semi-structured interviews." Consider elaborating on why semi-structured interviews were chosen, particularly for exploring the qualitative nature of curriculum objectives.

The phrase "creativity is considered a vital skill" is compelling. Providing recent statistics or findings supporting the role of creativity in entrepreneurship education would strengthen this argument.

The suggestion that "policymakers should prioritize the integration of entrepreneurship" could be more specific. Which curriculum areas or specific grades might benefit the most from these recommendations?

The "Acquisition of financial skills" category under the self-employment process is mentioned briefly. Including examples of these financial skills (e.g., budgeting, savings) relevant to elementary students would make this clearer.

Authors revised the manuscript and uploaded the new document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.