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Designing a model for the development of questioning skills in students based on the school environment using grounded theory and structural equation modeling

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E d i t o r	R e v i e w e r s
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1. Round 1

1.1. Reviewer 1

Reviewer:

Elaborate on the choice of grounded theory and structural equation modeling as the methodological framework, including its suitability for the research objectives.

Incorporate a broader spectrum of studies on questioning skills in educational settings to position the research within existing scholarly discussions.

Provide more specifics on participant selection, data collection, and analysis processes to strengthen the research's replicability.

Use visual aids, such as flowcharts or models, to depict the developed questioning skills model more clearly.

Expand on how the proposed model can be practically implemented in schools, including potential barriers and facilitators.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

Conduct an extensive critique of existing models for teaching questioning skills, highlighting gaps the proposed model addresses.

Reassess the methodological approach to include a longitudinal component, capturing the model's impact over time on students' inquiry skills.

Implement advanced statistical methods to explore the relationships between model components more deeply, including potential mediators and moderators.

Offer a more nuanced analysis of the findings, discussing their implications for curriculum design, teacher training, and educational policy.

Thoroughly discuss biases and limitations inherent in the research design and methodology, with strategies for mitigating these in future research.

Develop a detailed plan for the model's implementation, including pilot studies, teacher training programs, and evaluation frameworks.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.