

Journal of Adolescent and Youth Psychological Studies

Open peer-review report


[Journal Website](#)

Reducing educational poverty and failure to study by observing educational justice in the education system of the Islamic Republic of Iran


Mahmoud. Masoumi¹, Mozhgan. Mohammadi Naeini^{*2} & Alireza. Faghihi³


1. PhD student, Department of Philosophy of Education, Arak Branch, Islamic Azad University, Arak, Iran
2. ***Corresponding Author:** Assistant Professor, Department of Educational Sciences, Arak Branch, Islamic Azad University, Arak, Iran (mm. naeini@yahoo. com)
3. Assistant Professor, Department of Educational Sciences, Arak Branch, Islamic Azad University, Arak, Iran

E d i t o r

Abolfazl Karami 
Associate Professor, Department of Psychology, Allameh Tabataba'i University, Tehran, Iran
abolfazlkarami1@gmail.com

R e v i e w e r s

Reviewer 1: Mohammadreza Zarbakhsh Bahri 
Associate Professor (Department of Psychology, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran. Email: M.Zarbakhsh@Toniau.ac.ir

Reviewer 2: Seyed Ali Darbani 
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:

Provide more detailed explanation on the selection and analysis of documentary sources to enhance the methodological transparency.

Incorporate charts or tables summarizing key statistics related to school dropouts and educational poverty for clearer visualization.

Expand the discussion on how the study's findings could inform policy changes or interventions aimed at improving educational justice in Iran.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

Deepen the theoretical discussion on educational justice, connecting it more explicitly to global discourse on equity in education and societal development.

Include a broader review of international studies on educational justice and its effects on educational outcomes, particularly in similar socio-political contexts.

Introduce a more diverse methodological approach, potentially incorporating case studies or interviews with educators and policymakers to supplement the documentary analysis.

Apply more rigorous analytical techniques to examine the complexities of educational justice, including statistical analysis of available data on educational outcomes.

Offer a nuanced critique of current educational policies in Iran, suggesting specific, actionable reforms based on the study's findings.

Acknowledge potential biases in the selection of documentary sources and discuss the limitations of the study's approach to suggest future research directions.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.