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The structural model of teachers' empowerment indicators with an emphasis on the theory of cognitive flexibility in the first secondary school of Mazandaran province schools

Mahmoud. Mahdavi¹, Vahid. Falah^{*2} & Ladan. Salimi³

1. PhD student, Department of Curriculum Planning, Faculty of Humanities, Sari Branch, Islamic Azad University, Sari, Iran
2. ***Corresponding Author:** Assistant Professor, Department of Curriculum Planning and Philosophy of Education, Faculty of Humanities, Sari Branch, Islamic Azad University, Sari, Iran (Vahidfallah20@yahoo.com)
3. Assistant Professor, Department of Curriculum Planning, Faculty of Humanities, Sari Branch, Islamic Azad University, Sari, Iran

E d i t o r	R e v i e w e r s
Abolfazl Karami  Associate Professor, Department of Psychology, Allameh Tabataba'i University, Tehran, Iran abolfazlkarami1@gmail.com	Reviewer 1: Elham Azarakhsh  Department of Psychology, Islamic Azad University, Qom Branch, Qom, Iran. Email: elhamazarakhsh@qom.iau.ac.ir Reviewer 2: Hooman Namvar  Assistant Professor, Department of Psychology, Saveh Branch, Islamic Azad University, Saveh, Iran. Email: hnamvar@iau-saveh.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

Include a wider review of empirical studies on teacher empowerment and cognitive flexibility to contextualize the model within the existing body of knowledge.

Apply more advanced statistical techniques (SEM) to explore the relationships between identified indicators and their impact on teacher empowerment.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

Offer more details on the criteria for selecting experts and teachers to enhance the research's credibility and replicability.

Utilize visual aids to better illustrate the structural model and the relationships between different empowerment indicators.

Further elaborate on how the model can be implemented in educational settings to facilitate teacher empowerment.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.