




Designing a Problem-Solving Skills Model Among Students in Khorramabad City (A Grounded Theory Study of High School Students)

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1. Round 1

1.1. Reviewer 1

Reviewer:

The introduction briefly mentions Marzano's model but lacks a comprehensive review of existing problem-solving models. Expand the literature review to include a comparison of different models and their efficacy, providing a stronger foundation for the study.

The findings section would be more accessible if it included subheadings for each main category identified (causal conditions, contextual conditions, intervening conditions, strategies, outcomes). This would help readers navigate the results more efficiently.

Quotation Integration: Ensure that all participant quotations are seamlessly integrated into the text. Some quotes, such as "Punishing students when dealing with their problems is an important factor", could be better contextualized with a preceding or following explanation of their relevance to the point being made.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The methods section should provide a more detailed justification for choosing a qualitative approach and Grounded Theory strategy over other potential methods. Explain why these methods are most suitable for the study objectives.

While the article mentions using face validity and inter-coder agreement for reliability, it would benefit from a more detailed explanation of these processes and any additional measures taken to ensure the robustness of the data collection and analysis.

Clarify the point at which theoretical saturation was reached during the interviews. Provide more detail on how this was determined and whether any additional data collection was considered after reaching saturation.

The paradigmatic model of problem-solving skills among students (Figure 1) should include a more detailed legend or key explaining the components and their interactions. This would enhance the reader's understanding of the model's structure and flow.

There is a need for deeper integration of the theoretical framework with the findings. Explicitly link the identified categories and subcategories to existing theories of problem-solving and educational psychology.

Expand on the contextual adaptation of the findings to different educational environments. Discuss how the proposed model might be adapted for schools with different cultural, socioeconomic, and geographic contexts.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.