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Analyzing educational justice based on the dynamics of Payam Noor University students in Tehran province with a qualitative approach

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1. Round 1

1.1. Reviewer 1

Reviewer:

Broaden the literature review to encompass a more diverse range of theories and findings on educational justice and student dynamics.

Provide detailed descriptions of the Delphi method's implementation, participant selection, and data analysis process.

Enhance the presentation of qualitative data and provide a more in-depth analysis connecting findings to broader educational justice discussions.

Strengthen the theoretical underpinnings linking educational justice to student dynamics.

Offer concrete recommendations for educators and policymakers based on the study's findings.

Address the study's limitations more thoroughly and suggest specific future research directions.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

Deepen the discussion on the relationship between educational justice and student engagement, incorporating contemporary educational theories.

Elaborate on the qualitative methodology, including the rationale behind the choice of participants and the validity of findings.

Provide a more comprehensive interpretation of results, comparing them with existing literature and exploring their implications for educational practice.

Expand on ethical considerations, particularly given the study's focus on an educational setting.

Develop detailed, actionable recommendations for Payam Noor University and similar institutions.

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.