




# The Impact of Social Skills Training for Novice Teachers on the Academic Motivation of Their Students

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### Editor

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### Reviewers

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The article states, “Research by Kiema-Junes (2020) confirms...” without clarifying whether the same pattern holds in novice teachers. Please specify whether Kiema-Junes' study involved pre-service teachers or university students in general to avoid overgeneralization.

The explanation, “The interaction between group and pre-test scores was not significant...” would be clearer with a brief explanation of why this supports the validity of ANCOVA rather than just the p-value.

You cite “self-efficacy, optimism, and interpersonal trust” but the mechanism by which these constructs were enhanced via your intervention is not demonstrated. Consider proposing a mediational framework or future path analysis.

Response: Revised and uploaded the manuscript.

## 1.2. Reviewer 2

Reviewer:

The paragraph mentions a “notable gap in empirical research evaluating the direct effects...” but the gap is not clearly operationalized. Suggest adding citations for prior correlational studies to contrast with the quasi-experimental approach used here.

The claim that “novice teachers face immediate classroom responsibilities with minimal in-service mentoring” needs empirical backing. Cite specific studies or governmental policies in Iran to support this contextual claim.

You mention the trainer was experienced, but did they undergo standardization or receive fidelity monitoring? Consider adding detail to ensure intervention consistency.

Although the means indicate improvement, effect size interpretation is missing. Include Cohen’s  $d$  or standardized mean differences to supplement the ANCOVA  $\eta^2$  and clarify practical significance.

It would be helpful to include post-hoc power or confidence intervals around the effect size estimates to gauge statistical robustness.

The statement, “...students taught by teachers who underwent... training demonstrated significantly higher levels of academic motivation...” is an overgeneralization. Please add nuance by acknowledging that this applies to one grade level, one semester, and one national context.

While linking engagement and burnout to social skills is valid, the comparison to middle-school students is tenuous. Please revise to emphasize age group and contextual differences.

Response: Revised and uploaded the manuscript.

## 2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.