




The Impact of Teacher Instructional Competence on Service-Learning Outcomes in Primary Schools of Tonekabon: The Mediating Role of Resilience and the Moderating Role of Teacher Age

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E d i t o r	R e v i e w e r s
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1. Round 1

1.1. Reviewer 1

Reviewer:

The opening paragraph broadly frames teacher competence but lacks integration of culturally specific contexts. Consider incorporating literature on Iranian or regional teaching standards to enhance relevance.

This claim is strong but under-referenced. Empirical support from regional studies would reinforce this assertion and ground it in context.

The manuscript should specify whether the instrument was originally developed in English and, if so, whether it underwent validation or back-translation procedures for use in the Persian context.

The autonomy support items Q11 and Q12 approach the threshold for factor loading acceptability. Please justify their inclusion or discuss their potential measurement limitations.

Please specify the software used (e.g., SPSS, AMOS, SmartPLS), version number, and packages applied. This improves methodological transparency and replicability.

Although normality is reported, the manuscript should briefly address whether distributional characteristics influence SEM model assumptions or robustness of bootstrapped estimates.

The path coefficient between teacher competence and service-learning outcomes is statistically significant but the effect size is not interpreted. Discuss the practical significance of the beta values.

The moderation role of teacher age is reported but not sufficiently theorized. Elaborate on why older or younger teachers might experience differential effectiveness in service-learning outcomes.

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer:

The manuscript cites Ryan & Deci's self-determination theory but does not adequately unpack the three basic psychological needs (autonomy, competence, relatedness). Expanding this would deepen the theoretical framework.

The concept of "resilience" is referenced, but operational definitions vary in educational psychology. Clarify whether resilience is conceptualized as a personality trait, outcome variable, or dynamic process.

There is ambiguity about school levels. While earlier parts of the manuscript refer to "primary schools," Table 1 and the description mention "grades 7 to 9," which typically represent middle school. Please clarify to avoid classification confusion.

The rationale for choosing Rudsar County is unclear. Are there specific sociocultural or educational policy reasons that make this region particularly representative or unique?

These values are modest and suggest limited explanatory power. Consider discussing the implications of these values, including whether other mediating variables might be influential.

The claim that 0.381 is an acceptable goodness-of-fit (GOF) threshold should be supported by an academic citation or methodological authority in PLS-SEM.

While the findings are compared with global literature, local alignment with studies from the Iranian educational context is minimal. Including such studies would significantly enhance the applicability of the results.

Consider briefly discussing which aspects of instructional competence (e.g., content knowledge, communication, feedback) are most influential according to your data.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.