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OPEN PEER REVIEW

Developing a Structural Model of Reading Comprehension for Third, Fourth, and Fifth-Grade Students in Persian Language Schools of Tehran Based on the Perfetti Theoretical Framework

Shahla Raghibdoust, Haleh Malekmohammadi

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About this report

This open peer review (OPR) report shows the public comments made on this article during peer review, by the reviewers, the associate editor and the editor-in-chief, for every revision round, together with the authors' replies. Comments appear only with the consent of the people who wrote them. Reviewers who chose to sign their report are named; the others are shown as "Referee". Comments are edited for language only, and confidential remarks to the editors are not included.

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Contents

1 **Original submission** Referee 1, Referee 2, Referee 3, Associate Editor, Editor-in-Chief 2

2 **Revision 1** Sousan Salehi, Referee 2, Referee 3, Associate Editor, Editor-in-Chief 8

Authors' reply to reviewers 9

Reviewer and editor comments 15

3 **Revision 2** Associate Editor, Editor-in-Chief 17

Authors' reply to reviewers 18

Reviewer and editor comments 19

1 Original submission

5 comments · 19 Aug 2023 – 9 Sep 2023

Referee 1 Reviewer

MAJOR REVISION 19 Aug 2023

Developing a Structural Model of Reading Comprehension for Third, Fourth, and Fifth Grade Students in Persian Language Schools in Tehran Based on the Perfetti Theoretical Framework

It was a well-written article; some comments follow:

Abstract: As I checked, the authors use the same sentences in the abstract and background. Please rephrase them.

Background: In my opinion, it is better to:
1. Use reading comprehension instead of "comprehension", or mention that you use "comprehension" instead of "reading comprehension" throughout the text.
2. In Lines 15 to 40, I see just one reference, number 6, without any reference number 5. It is not enough for a comprehensive literature review.
3. There are no references for the sentences in lines 46 and 66; however, they make definitive statements.
Objectives:
In line 96, there is no test to evaluate …: language tests don't assess relationships; they just assess ability in the specific language domain.
In line 99, I think they have to delete "adult".

Study design: In lines 119, 120, 121 and 122, there are no references for the tests used, and they don't mention the validity or reliability of the tests.
In line 125, it is better to use "chronological age" instead of "calendar age".
Research tools: In lines 150 to 158, they don't mention any values for Cronbach's alpha or any other measure, and they do not refer to any published article about validity or reliability. I think we cannot use language tests from other languages without any reported cultural and linguistic adaptation.
In lines 159 to 171, as I said before, in my opinion, it is not enough to write that the researcher adapted the language test. They have to adapt the test to the Persian language, just as we see in adaptation studies with established validity and reliability.
In lines 189 and 190, what questions were asked? As I said before, this section doesn't report the validity and reliability of the tests. And how are these abilities scored?
Results: I can't review the modeling section because I am not familiar with modeling based on the relationship between variables. But as an SLP who has read other language processing models, I think this section would be more comprehensible. (Because the authors mention in the background section that SLPs can use the results of this article.)
Discussion: It's good.
Conclusion: In line 415, Levesque or Perfetti?

Referee 2 Reviewer

MAJOR REVISION 4 Sep 2023

Developing a Structural Model of Reading Comprehension for Third, Fourth, and Fifth Grade Students in Persian Language Schools in Tehran Based on the Perfetti Theoretical Framework
I am writing to extend my heartfelt appreciation for your recent manuscript in the Middle East Journal of Rehabilitation and Health Studies titled "Developing a Structural Model of Reading Comprehension for

Third, Fourth, and Fifth Grade Students in Persian Language Schools in Tehran Based on the Perfetti Theoretical Framework." Your research is of great significance, contributing substantially to our understanding of reading comprehension in young learners in the Persian language context. I was highly impressed with the thoroughness and rigor of your study, which draws upon the Perfetti Theoretical Framework to develop a structural model of reading comprehension. Your focus on third-, fourth-, and fifth-grade students in Persian language schools in Tehran adds a valuable dimension to the literature.
Allow me to provide you with some constructive feedback and insights on your work, with the intention of enhancing its depth and impact:
Abstract:
1- It suggests the integration of morphological awareness instruction into Persian language textbooks, particularly from the third to sixth grades.

Background:
2- While the section introduces the concept of morphological awareness effectively, it could benefit from a more explicit transition to the specific focus of the study. It would be helpful to explicitly state that the study aims to investigate the relationships between morphological awareness, vocabulary knowledge, and reading comprehension among elementary students.
3- The section mentions that morphological awareness constitutes a significant part of information processing from higher to lower levels, but it would be useful to elaborate on how this information processing impacts reading comprehension.
4- Providing some concrete examples or illustrations of how morphological awareness can aid in reading comprehension could make the concepts more tangible for readers.
5- While the section provides a comprehensive overview, it could benefit from more concise phrasing and organization. Some sentences are lengthy and complex, which might make it harder for readers to follow the argument. Breaking down complex ideas into smaller, digestible parts could enhance clarity.
6- The section contains numerous citations (e.g., (10), (11), (12)) that could be more clearly integrated into the text to demonstrate the progression of ideas. It would be helpful to explain the findings or key points from these studies in the context of the discussion.
7- While the section effectively presents the overall research objectives, it could benefit from a more explicit statement of the specific research questions or hypotheses. What precisely are the researchers aiming to investigate or confirm regarding the relationships between these variables? Providing concise research questions or hypotheses would make the objectives more precise.
8- The section mentions the comparison with the situation in other languages, which is an intriguing aspect of the study. However, it would be helpful to elaborate on the significance of this cross-linguistic comparison and how it might contribute to our understanding of these relationships.
9- Consider incorporating a brief transition statement that connects the objectives to the methodology section. This can help readers understand how the study intends to achieve these objectives and what methods will be employed.
Methods:
10- While the section adequately describes the inclusion criteria, it could benefit from a brief explanation of why these criteria were chosen. This would provide context for readers regarding the rationale behind these specific criteria.
11- It would be helpful to provide more information about the content and format of the vocabulary knowledge, morphological awareness, and reading comprehension tests. This information could include details about the number of items, question types, and any adaptations made for Persian-speaking students.
12- Consider mentioning any efforts made to ensure the reliability and validity of the tests used, such as piloting or validation studies, as this can enhance the credibility of the research.
13- The section briefly mentions that participants' voices were recorded during some tests. While it is

reassuring that confidentiality was maintained, it might be useful to clarify the purpose of voice recording and how this data was used or protected.
14- Include a statement on the ethical approval or review process, particularly if the study involved human participants and data collection from students. Mentioning whether the study received ethics approval or detailing any ethical considerations can enhance transparency.
15- While the adaptation of tests is mentioned, it would be beneficial to provide more information about the specific changes or adaptations made to suit the Persian language and the rationale behind these adaptations. This would offer readers a deeper understanding of the test development process.
16- Consider providing additional information about the administration of the tests, such as the time allotted for each test, any special instructions given to participants, and any measures taken to minimize test-related anxiety or bias.
17- It's essential to include information on how the scoring of each test was conducted, including whether there were any subjective elements in scoring, inter-rater reliability checks, or criteria for assigning scores.
18- Mention whether there were any pilot studies conducted to refine the tests further and establish their validity in the context of Persian-speaking students. This information can strengthen the credibility of the adapted tests.
19- Detail the statistical methods used for data analysis beyond the initial data entry and normality assessment. Clarify how you intend to address your research questions and hypotheses using statistical techniques.
20- While the Shapiro-Wilk test is mentioned for assessing data normality, provide information on the specific significance level used to determine normality.
Results:
21- When discussing the results, consider including the significance levels (p-values) associated with the correlations to indicate the statistical significance of the relationships. This adds rigor to the interpretation of results.
22- Provide more detailed interpretations of the findings. For example, instead of only stating that there is a positive relationship, elaborate on the practical implications of these relationships. What does it mean for students' language and reading skills?
23- It's mentioned that the strongest correlations are found between certain variables (e.g., vocabulary knowledge and understanding content). While this information is useful, consider providing the actual correlation coefficients for these strongest relationships to quantify their strength.
24- Include information about the direction of the relationships. Are higher vocabulary knowledge scores associated with higher scores in morphological awareness and reading comprehension, or is it the other way around? Clarifying this will help readers understand the causal direction, if any.
25- While this section focuses on the relationship between vocabulary knowledge and other variables, the section lacks discussion of the relationships between morphological awareness and reading comprehension. Including these findings would provide a more comprehensive picture.
26- While the text mentions that there are differences in the relationships across grade levels, the interpretation of these differences could be more explicit. For example, why is there a stronger relationship between certain variables in the third grade compared to the fourth and fifth grades?
27- It's mentioned that a structural equation modeling approach was used to illustrate the relationships between morphological awareness and reading comprehension based on the Perfetti and Landi framework. While this is interesting, more details about the modeling approach, the specific equations used, and any model fit statistics (e.g., RMSEA, CFI) would enhance the clarity of this section.
28- Consider providing practical implications of the modeling results. How can educators and researchers use this information to improve reading comprehension in elementary school students? What strategies can be developed based on these findings?
29- Provide a brief summary or synthesis of the findings related to the modeling of results. What are the key

takeaways from the structural equation modeling for each grade level? This will help readers grasp the main findings more easily.
30- The text mentions that the relationships between variables differ across grade levels, but the interpretation of these differences could be more explicit. Why do these differences occur, and what might they imply for educational practices?
31- While the structural equation modeling approach is mentioned, there are no details provided about the specific equations used or any model fit statistics. Including these details would help readers understand the modeling process and its validity.
32- Consider providing a brief synthesis or summary of the modeling results for both fourth- and fifth-grade students. What are the key findings in terms of the role of morphological awareness in reading comprehension at these grade levels?
Discussion:
33- It would be helpful to briefly revisit the overarching research question and state whether the findings from the structural equation modeling align with the initial research objectives.
34- The discussion mentions that the relationships between variables differ across grade levels, which is an important finding. However, it would be beneficial to elaborate on the potential reasons for these differences. Are there developmental or instructional factors that might explain the variations in the strength of relationships between variables at different grade levels?
35- The discussion could benefit from a more explicit exploration of the practical implications of the findings. How can educators use this knowledge to improve literacy instruction in elementary schools, particularly at different grade levels? Providing actionable insights would enhance the utility of the research.
36- The discussion should explicitly connect the findings to the research objectives or questions outlined in the Introduction section. This helps readers see how the study has addressed its initial research goals.
37- The discussion touches on the importance of integrating morphological awareness instruction into language textbooks but could further expand on practical implications for educators. How can teachers adapt their instructional methods based on these findings, especially at different grade levels?
38- The discussion mentions conflicting findings in Spanish and Chinese regarding the relationship between morphological awareness and reading comprehension. While these differences are noted, it would be beneficial to speculate on potential factors or language-specific characteristics that could explain these discrepancies.

Referee 3 Reviewer

MAJOR REVISION 6 Sep 2023

Dear Author/s
I hope this message finds you well. I have had the opportunity to review your submitted article titled "Developing a Structural Model of Reading Comprehension for Third, Fourth, and Fifth Grade Students in Persian Language Schools in Tehran Based on the Perfetti Theoretical Framework" in the MEJRHS. While your research topic is intriguing, the current state of your article requires significant reorganization and revision. I encourage you to carefully consider the following recommendations and make the necessary changes to improve the overall quality and coherence of your work. Once these revisions are complete, I believe your article will have a stronger chance of being accepted for publication.
Abstract:
1. In the abstract, you briefly mentioned your study as somewhat empirical. Reevaluate the study design.
2. You mentioned fluent reading as a measure in the abstract, which you later connected to phonological awareness in the concluding section. Please clarify this connection in the abstract itself.
3. The entire manuscript needs substantial editing and rewriting in English.
Introduction:

1. A significant portion of the introduction focuses on explaining the theoretical foundations of the role of lexical awareness in reading comprehension. However, you can avoid redundant information and present key points in a more concise yet informative manner. Please rewrite this section accordingly.
2. While discussing the necessity of conducting the present study in Persian, it would be better to initially examine the relationships between variables in reading models across languages with different orthographic systems. Then, compare Persian, which has a rich morphological system, to other alphabetic languages, as this could potentially impact the role of lexical awareness in reading comprehension. Since Persian might share some characteristics with similar alphabetic languages, this is important to investigate.
3. Although a substantial portion of the introduction is dedicated to explaining the difference between direct and indirect roles of lexical awareness in reading comprehension, the distinction still remains somewhat unclear to me.
Materials and Methods:
1. In situations where only the relationship between variables and not the direction of the relationship is being examined, both reading comprehension and other variables such as vocabulary knowledge and lexical awareness will be dependent variables. Clarify this in terms of the theoretical foundations presented in the introduction.
2. How did you consider being a native Persian speaker as a variable when all participants were Persian speakers? A variable refers to something that varies among participants.
3. How did you measure participants' mental and physical health and their academic performance? Specify the tools and methods.
4. What do you mean by "moderating variables"? Did you investigate their role as mediators in the relationship between independent and dependent variables, or did you control for them during sampling?
Results:
1. Pay closer attention to formatting your tables. Additionally, in the tables examining the relationships between variables, make sure that subtests are displayed at a lower level than the main tests to distinguish them from the primary tests. Horizontal lines are missing in some tables.
2. Given that your findings and discussions are presented separately, there is no need to discuss the findings in the Results section. Remove the findings and focus on presenting the data.
Discussion and Conclusion:
3. You've individually discussed the pairwise relationships between each of the three main variables and other variables. However, you haven't compared your findings to similar studies. It's crucial to discuss how your findings align with or differ from previous research.
4. Please specify your limitations and suggestions for future research in separate subsections.

Thank you for your dedication to research, and I look forward to seeing the improved version of your article in the future.
Sincerely

Associate Editor

MAJOR REVISION 9 Sep 2023

Dear author/s
Thank you very much for considering MEJRH for the submission of your paper. I reviewed your paper carefully and I am in full agreement with our respected reviewers that your manuscript has strengths and issues. Please consider all comments and respond to them point by point. Then, resubmit your manuscript for another review.
Looking forward to seeing the revised manuscript, AE

Editor-in-Chief MAJOR REVISION 9 Sep 2023

Dear Authors
According to the reviewers' and associate editor’s comments, your article requires major revision. When revising your manuscript, please consider all issues mentioned in the reviewers' comments carefully: please outline every change made in response to their comments and submit the required files.

2

Revision 1

AUTHORS' RESPONSE TO REVIEWERS

Authors' reply to reviewers

The next pages contain the authors' point-by-point reply to the comments of this revision round, as submitted with the revised manuscript. It is published as the authors wrote it.

Dear reviewers thanks for the time you took to read my article and all the recommendations you gave. I read them thoroughly and edited my text considering them.

Reviewer 1: (yellow highlights are this reviewer's recommendations)

Abstract

1. Done
2. Done
3. Done

Introduction

1. Deleted
2. The comparison was added to the text
3. A diagram and the related description were added

Methods

1. Edited. Also, the score of the reading comprehension test is considered a related variable.
2. By Persian-speaking children I mean bilingual children are not included in the test. This can be the children who have Turkish-speaking, Kurd-speaking, etc. families who speak the other language at home and Persian at school and in the society.
3. It is explained in section 3.2
4. I mean the first point (moderator variable). It was edited in the text.

Results

1. Done
2. I deleted some sections and some were transferred to the discussion

Discussion

3. Some points were added to the text
4. Limitations and suggestions were added

Reviewer 2: (blue highlights are this reviewer's recommendations)

Abstract: As I checked, the authors use the same sentences in abstract and background, please rephrase them.

Author: done

Background: In my opinion, it is better to:

1. Use reading comprehension instead of "comprehension", or mentioned that you use "comprehension" instead of "reading comprehension" in all text done
2. In Line 15 to 40, I see just one reference, number 6, without any number 5 reference. It not enough for a comprehensive literature review. done

3. There is no reference for the sentence in line 46 , 66, however, they use definite sentence. done

Objectives:

In line 96, there is no test to evaluate …: language tests don't assess relationships, those just assess the ability in the specific language domain. done

In line 99, I think they have to delete "adult" done

Study design: in line 119, 120,121 and 122, there is no reference for utilized tests, they don't mention any validity and reliability for tests. done

In line 125, it is better to use "chronological age' instead of "calendar age" done

Research tools: in line 150 to 158, they don't mention ant number about Cronbach's alpha or any other thing and without any refer to published article about validity or reliability. I think we can not use language tests from other languages without any reported cultural and linguistic adaption. It is described in every test section.

In line 159 to 171, as I said before, in my opinions that is not enough to write the researcher adapted the language test. They have to adapt the test in Persian language, just like what we see in adaption studies with determined validity and reliability. The descriptions were added.

In line 189 and 190, what questions were asked? As I said before, this section doesn't report validity and reliability of the tests. **And how to score these abilities** The descriptions were added.

Results: I can't review modeling section, because I am not familiar with modeling based on the relationship between variables. But as a SLP who read other language processing models, I think this section would be more comprehensible. (Because the authors mention in the background section, that SLP can use the results of this article.

Discussion : it's good

Conclusion: in line 415, Levesque or Perfetti???? The descriptions were added in line 518.

Reviewer 3: (grey highlights are this reviewer's recommendations)

Background:

2-While the section introduces the concept of morphological awareness effectively, it could benefit from a more explicit transition to the specific focus of the study. It would be helpful to explicitly state that the study aims to investigate the relationships between morphological

awareness, vocabulary knowledge, and reading comprehension among elementary students. It was added

3-The section mentions that morphological awareness constitutes a significant part of information processing from higher to lower levels, but it would be useful to elaborate on how this information processing impacts reading comprehension. It was explained

4-Providing some concrete examples or illustrations of how morphological awareness can aid in reading comprehension could make the concepts more tangible for readers. The examples were added

5- While the section provides a comprehensive overview, it could benefit from more concise phrasing and organization. Some sentences are lengthy and complex, which might make it harder for readers to follow the argument. Breaking down complex ideas into smaller, digestible parts could enhance clarity. done

6- The section contains numerous citations (e.g., (10), (11), (12)) that could be more clearly integrated into the text to demonstrate the progression of ideas. It would be helpful to explain the findings or key points from these studies in the context of the discussion. Based on the reviewer 1 recommendation, the sections were either deleted or edited.

7- While the section effectively presents the overall research objectives, it could benefit from a more explicit statement of the specific research questions or hypotheses. What precisely are the researchers aiming to investigate or confirm regarding the relationships between these variables? Providing concise research questions or hypotheses would make the objectives more precise. done

8- The section mentions the comparison with the situation in other languages, which is an intriguing aspect of the study. However, it would be helpful to elaborate on the significance of this cross-linguistic comparison and how it might contribute to our understanding of these relationships. done

9- Consider incorporating a brief transition statement that connects the objectives to the methodology section. This can help readers understand how the study intends to achieve these objectives and what methods will be employed. done

Methods:

10- While the section adequately describes the inclusion criteria, it could benefit from a brief explanation of why these criteria were chosen. This would provide context for readers regarding the rationale behind these specific criteria. done

11- It would be helpful to provide more information about the content and format of the vocabulary knowledge, morphological awareness, and reading comprehension tests. This information could include details about the number of items, question types, and any adaptations made for Persian-speaking students. done

12- Consider mentioning any efforts made to ensure the reliability and validity of the tests used, such as piloting or validation studies, as this can enhance the credibility of the research. done

13-The section briefly mentions that participants' voices were recorded during some tests. While it is reassuring that confidentiality was maintained, it might be useful to clarify the purpose of voice recording and how this data was used or protected. It was explained.

14- Include a statement on the ethical approval or review process, particularly if the study involved human participants and data collection from students. Mentioning whether the study received ethics approval or detailing any ethical considerations can enhance transparency. Yes, the description was added to the text.

15- While the adaptation of tests is mentioned, it would be beneficial to provide more information about the specific changes or adaptations made to suit the Persian language and the rationale behind these adaptations. This would offer readers a deeper understanding of the test development process. The explanation was added to the text

16- Consider providing additional information about the administration of the tests, such as the time allotted for each test, any special instructions given to participants, and any measures taken to minimize test-related anxiety or bias. The explanation was added to the text

17- It's essential to include information on how the scoring of each test was conducted, including whether there were any subjective elements in scoring, inter-rater reliability checks, or criteria for assigning scores. The explanation was added to the text

18- Mention whether there were any pilot studies conducted to refine the tests further and establish their validity in the context of Persian-speaking students. This information can strengthen the credibility of the adapted tests. The explanation was added to the text

19- Detail the statistical methods used for data analysis beyond the initial data entry and normality assessment. Clarify how you intend to address your research questions and hypotheses using statistical techniques. The explanation was added to the text

20- While the Shapiro-Wilk test is mentioned for assessing data normality, provide information on the specific significance level used to determine normality. The explanation was added to the text

Results:

21-When discussing the results, consider including the significance levels (p-values) associated with the correlations to indicate the statistical significance of the relationships. This adds rigor to the interpretation of results. The explanation was added to the text

22- Provide more detailed interpretations of the findings. For example, instead of only stating that there is a positive relationship, elaborate on the practical implications of these relationships. What does it mean for students' language and reading skills? The explanation was added to the text

23- It's mentioned that the strongest correlations are found between certain variables (e.g., vocabulary knowledge and understanding content). While this information is useful, consider providing the actual correlation coefficients for these strongest relationships to quantify their strength. It was added to the text

24- Include information about the direction of the relationships. Are higher vocabulary knowledge scores associated with higher scores in morphological awareness and reading comprehension, or is it the other way around? Clarifying this will help readers understand the causal direction, if any. edited

25- While this section focuses on the relationship between vocabulary knowledge and other variables, the section lacks discussion of the relationships between morphological awareness and reading comprehension. Including these findings would provide a more comprehensive picture. The relationship is analyzed in table 3 and also section5.3

26- While the text mentions that there are differences in the relationships across grade levels, the interpretation of these differences could be more explicit. For example, why is there a stronger relationship between certain variables in the third grade compared to the fourth and fifth grades? The explanation was added to the text

27- It's mentioned that a structural equation modeling approach was used to illustrate the relationships between morphological awareness and reading comprehension based on the Perfetti and Landi framework. While this is interesting, more details about the modeling approach, the specific equations used, and any model fit statistics (e.g., RMSEA, CFI) would enhance the clarity of this section. The explanation was added to the text

28- Consider providing practical implications of the modeling results. How can educators and researchers use this information to improve reading comprehension in elementary school students? What strategies can be developed based on these findings? The explanation was added to the text

29- Provide a brief summary or synthesis of the findings related to the modeling of results. What are the key takeaways from the structural equation modeling for each grade level? This will help readers grasp the main findings more easily. The explanation was added to the text

30- The text mentions that the relationships between variables differ across grade levels, but the interpretation of these differences could be more explicit. Why do these differences occur, and what might they imply for educational practices? like comment 26, it was explained in the text.

31- While the structural equation modeling approach is mentioned, there are no details provided about the specific equations used or any model fit statistics. Including these details would help readers understand the modeling process and its validity. like comment 27, it was explained in the text.

32- Consider providing a brief synthesis or summary of the modeling results for both fourth and fifth-grade students. What are the key findings in terms of the role of morphological awareness in reading comprehension at these grade levels? It was added to the text

Discussion:

33- It would be helpful to briefly revisit the overarching research question and state whether the findings from the structural equation modeling align with the initial research objectives. The overarching research question was added to the text.

34-The discussion mentions that the relationships between variables differ across grade levels, which is an important finding. However, it would be beneficial to elaborate on the potential reasons for these differences. Are there developmental or instructional factors that might explain the variations in the strength of relationships between variables at different grade levels? like comment 26, it was explained in the text.

35-The discussion could benefit from a more explicit exploration of the practical implications of the findings. How can educators use this knowledge to improve literacy instruction in elementary schools, particularly in different grade levels? Providing actionable insights would enhance the utility of the research. done

36- The discussion should explicitly connect the findings to the research objectives or questions outlined in the Introduction section. This helps readers see how the study has addressed its initial research goals. The research hypotheses were connected to the discussion findings.

37-The discussion touches on the importance of integrating morphological awareness instruction into language textbooks but could further expand on practical implications for educators. How can teachers adapt their instructional methods based on these findings, especially in different grade levels? done

38-The discussion mentions conflicting findings in Spanish and Chinese regarding the relationship between morphological awareness and reading comprehension. While these differences are noted, it would be beneficial to speculate on potential factors or language-specific characteristics that could explain these discrepancies. done

2 Revision 1

5 comments · 8 Oct 2023 – 14 Oct 2023

Sousan Salehi Reviewer — ACCEPT — 8 Oct 2023

It's accepted.

Referee 2 Reviewer — MINOR REVISION — 9 Oct 2023

Comment:
In lines 104-113, the last paragraph of the introduction is written according to the thesis format; it is better to write it like an academic introduction. According to the purpose of the research, the study seeks to address these questions.…… (Here it is better to use a question instead of a hypothesis.)

Dear Author
I wanted to take a moment to express my appreciation for the corrections you have made to the comments section of the article. Your diligence and responsiveness in addressing the issues raised have not gone unnoticed, and I believe the article is now ready for acceptance. Your commitment to ensuring the quality and accuracy of the content is commendable. It reflects your dedication to upholding high standards in your work and your willingness to engage with feedback constructively. It is evident that you value the input of your readers and are keen on delivering a polished and insightful piece. The corrections made have greatly improved the overall readability and coherence of the comments section. It demonstrates your professionalism and commitment to fostering a productive and inclusive environment for discussion. I would like to extend my gratitude for your prompt action in addressing the comments and for your commitment to excellence in your writing. Your willingness to engage with feedback and make necessary changes is a testament to your integrity as an author.

Referee 3 Reviewer — ACCEPT — 9 Oct 2023

Dear Author/s,

I am pleased to inform you that your revised manuscript has been accepted for publication following the incorporation of the suggested revisions from the initial review. Congratulations on your successful revisions, and we look forward to including your work in our upcoming publication.

Best regards

Associate Editor — MINOR REVISION — 11 Oct 2023

Dear Author/s
Thank you very much for considering MEJRH for publication of your article. I do appreciate all the work that has been done. However, one of the respected reviewers raised a minor concern, and I think it is worth checking before a final decision. Additionally, I found that you have used an original figure from another published article (Perfetti, & Stafura, 2014). If you obtained their permission, please upload it as a supplementary file; otherwise, you should figure out another way to use it. I hope you will not be

disappointed and will submit the final version of the manuscript as soon as possible.
Best regards

Editor-in-Chief MINOR REVISION 14 Oct 2023

Dear Authors
According to the reviewers' and associate editor's comments, your article needs minor revision. When revising your manuscript, please consider all issues mentioned in the reviewers' comments carefully: please outline every change made in response to their comments and submit the required files.

3

Revision 2

AUTHORS' RESPONSE TO REVIEWERS

Authors' reply to reviewers

The next pages contain the authors' point-by-point reply to the comments of this revision round, as submitted with the revised manuscript. It is published as the authors wrote it.

Dear reviewers thanks for the time you took to read my article and all the recommendations you gave. I read them thoroughly and edited my text considering them.

Reviewer 1: (gray highlights are this reviewer's recommendation)

Abstract

1. Done

Associate Editor 1: **(yellow highlights are AE's recommendation)**

1. Done

3 Revision 2

2 comments · 17 Oct 2023 – 17 Oct 2023

Associate Editor

ACCEPT 17 Oct 2023

Well done

Editor-in-Chief

ACCEPT 17 Oct 2023

Dear Authors
We are pleased to inform you that your article is accepted for publication in the MEJRHS. We hope to receive other high-quality articles from your group.