




Developing a Model for Empowering Educational System Managers to Enhance Social Security in Tourism Areas

Kazem. Solouki¹, Mitra. Sadoughi^{2*}, Samira. Pali²

¹ PhD Student, Department of Educational Management, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran.
² Assistant Professor, Department of Educational Sciences, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran.

* Corresponding author email address: sadoughi_mitra@yahoo.com

Editor

Rey Segundo Guerrero-Proenza^{id}
Departamento de Inteligencia
Computacional, Facultad 4,
Universidad de las Ciencias
Informáticas, La Habana, Cuba
reysgp@uci.cu

Reviewers

Reviewer 1: Alinaghi Amiri^{id}
Professor, Management Department, Tehran University, Tehran, Iran.
Email: anamiri@ut.ac.ir
Reviewer 2: Rezvan Hosseingholizadeh^{id}
Associate Professor, Department of Educational Management and Human Resource
Development, Ferdowsi University of Mashhad, Mashhad, Iran. Email:
rhgholizadeh@um.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

This paragraph would benefit from citing literature that discusses systems thinking in tourism planning beyond Lukoseviciute et al. (2022). The term “systemic approach” is used but not theoretically unpacked.

The sentence "short-term and superficial management approaches...are insufficient" is vague. It should be supported by examples or evidence from tourism case studies showing the failure of such approaches.

The study mentions "12 participants" but lacks demographic details such as age, gender, role distribution, or geographic spread across Mazandaran. Include a descriptive table or summary.

The phrase "sufficient explanations...were provided" is vague. Clarify how interview protocols were standardized, how data trustworthiness (credibility, confirmability) was ensured.

The link between “developing conservation culture” and manager empowerment needs elaboration. This connection seems more indirect. Consider discussing it more critically.

Authors revised the manuscript and uploaded the new document.

1.2. Reviewer 2

Reviewer:

This paragraph introduces the education-tourism link without citing empirical studies. Consider adding evidence from comparative countries or successful case studies.

The sentence “This study seeks to address the research gap...” is too general. Clarify the specific gap—is it the lack of models integrating empowerment and tourism social security in education?

The method states the use of “open, axial, and selective coding” but does not explain how codes were validated or how saturation was confirmed. Was NVivo or any qualitative software used?

The rationale for using the fuzzy Delphi method should be clarified. Why was this specific method selected post-grounded theory? Elaborate on how consensus was statistically defined (e.g., what exact fuzzy logic thresholds were used?).

The subcomponents under “Psychological-Emotional Empowerment” seem overlapping—e.g., “sense of autonomy” and “emotional intelligence.” Clarify the conceptual distinctions among them.

The large volume of categorical data would benefit from visual models, such as radar charts or a matrix that compares subcomponents’ frequency or Delphi weight scores.

Authors revised the manuscript and uploaded the new document.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.