




## Examining the Design of an Environmental Protection Attitude Training Model in Schools (Case Study: Tehran City's Education System)

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### Reviewers

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The phrase, "Teaching environmental protection attitudes in schools can play a critical role in environmental conservation," is significant but lacks empirical support within the paragraph. Consider including recent meta-analyses that demonstrate the effectiveness of environmental education in attitude formation.

The factor loading for "Using Innovative Teaching Methods" is reported as -35.11, which is likely an error. Please verify and correct this value.

Some factor loadings, such as "Teaching Life Skills Without Harming Nature" (0.96, -52.13), have unexpectedly high negative values. This raises concerns about a potential miscalculation or reporting error. Please check the numerical accuracy.

The study mentions that "Pearson correlation coefficients were used to evaluate the relationships between latent variables." However, structural equation modeling (SEM) typically employs more sophisticated methods, such as path coefficients. Consider justifying why Pearson correlations were used instead of SEM.

The AVE values reported for behavior and skill (0.936 and 0.933, respectively) are extremely high, suggesting near-perfect measurement. Typically, AVE values range between 0.5 and 0.9. Please verify if these values are correct.

The claim, "Environmental education is a lifelong process," is conceptually sound but lacks references to support the argument. Consider citing established theoretical models, such as the UNESCO framework on environmental education.

The statement, "If every individual in society becomes aware of the necessity of protecting the environment, significant steps can be taken toward sustainable development," is optimistic but lacks empirical backing. Consider referencing studies that quantify the relationship between awareness and behavioral change.

Response: Revised and uploaded the manuscript.

## 1.2. Reviewer 2

Reviewer:

The description of the research design as "developmental-applied" and "cross-sectional survey" needs further clarity. If the study develops a model, a longitudinal or experimental design might be more appropriate. Consider explaining why a cross-sectional approach is sufficient.

The sentence, "A researcher-developed questionnaire is administered as a pilot study to ensure validity and reliability," lacks details about the validation process. How was construct validity established? Was exploratory factor analysis conducted before confirmatory factor analysis?

The text states, "The validity of the questionnaire was tested separately for each dimension." It is unclear whether discriminant validity, convergent validity, and reliability tests were conducted before confirmatory factor analysis. Please specify.

The study cites Rational Choice Theory but does not explain how this framework applies to environmental education in Tehran's schools. Consider elaborating on how individual decision-making processes in this context align with the theory.

The assertion, "For effective environmental education, special attention must be given to students' cognitive, emotional, and psychological needs," is crucial but lacks an operational definition of these needs. How were they measured or addressed in the study?

The study claims that "environmental education should be integrated into curricula to foster sustainable attitudes," but it does not specify how this integration should occur (e.g., through standalone courses or interdisciplinary approaches). Consider expanding on this point.

Response: Revised and uploaded the manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.