

# The Impact of Prosocial Behavior on Social Responsibility and Commitment to Duties Among Female Middle School Teachers in Tonekabon County

Mahdieh. Daryaei<sup>1</sup>, Samira. Pali<sup>2\*</sup>

<sup>1</sup> M.A., Department of Educational Management, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran



<sup>2</sup> Assistant Professor of Educational Management, Department of Educational Sciences, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran

\* Corresponding author email address: samirapali624@gmail.com

## Editor

Donatella Di Corrado  
Associate Professor, Department of  
psychology, Kore University of  
Enna, Enna, Italy  
donatella.dicorrado@unikore.it

## Reviewers

**Reviewer 1:** Farideh Dokanehi Fard  
Associate Professor, Counseling Department, Roudehen Branch, Islamic Azad University, Roudehen, Iran. Email: f.dokaneifard@riau.ac.ir  
**Reviewer 2:** Mohammad Masoud Dayarian  
Assistant Professor, Department of Counseling, Khomeinishahr Branch, Islamic Azad University, Khomeinishahr/Isfahan, Iran. dayariyan@iaukhsh.ac.ir

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

In the introduction, the paragraph starting with "Commitment to duties is one of the critical variables in the educational system" needs further contextualization regarding its importance in the specific context of middle school education in Iran, as cultural and systemic factors may influence these variables differently than in other educational settings.

The introduction's discussion on social responsibility (paragraph starting with "One of the fundamental needs of educational organizations is social responsibility") should include more recent references beyond 2023 to ensure the study is grounded in the latest research trends and findings.

The section on Prosocial Behaviors should discuss the reliability and validity of the Carlo et al. (2003) questionnaire in the Iranian educational context, as cultural differences could affect the instrument's psychometric properties.

In the data analysis section, the Kolmogorov-Smirnov test results are presented, but no explanation is given for why non-parametric methods were chosen despite using SEM, which typically assumes normality. This needs to be addressed for methodological coherence.

The results section includes extensive descriptive statistics, but the practical significance of these findings is not discussed. For instance, the paragraph starting with "The majority of respondents (63.30%) were aged between 35 and 50 years" could benefit from a discussion on how demographic factors might influence the study's outcomes.

The discussion of the path analysis results (paragraph starting with "The t-statistic for the relationship between prosocial behavior and social responsibility is 7.679") should include confidence intervals for the path coefficients to give readers a clearer understanding of the estimates' precision.

In the discussion section, the reliance on classical theories (e.g., Social Learning Theory, Social Exchange Theory) is evident, but the integration of more contemporary frameworks, such as social-cognitive models, could enhance the theoretical depth.

Authors revised the manuscript and uploaded the document.

## 1.2. Reviewer 2

Reviewer:

The sentence in the introduction, "A healthy school atmosphere promotes loyalty and satisfaction among students," requires empirical support with specific studies that have investigated this claim within educational settings, particularly in non-Western contexts.

In the methods section, the sampling technique is described as "simple random sampling," but the sentence "several schools were randomly selected from all girls' middle schools" implies a two-stage cluster sampling. This discrepancy needs clarification for methodological accuracy.

The description of the Commitment to Duties Questionnaire (paragraph starting with "The Commitment to Duties Questionnaire was designed and developed by Blau and Boal (1989)") should include information on how the questionnaire was adapted or validated for use with Iranian teachers, considering potential cultural differences.

The Social Responsibility Questionnaire section mentions scoring criteria but does not explain how these scores were used in the analysis. Clarifying whether raw scores or transformed scores were analyzed is essential for transparency.

Table 2 presents the Kolmogorov-Smirnov test results, but the text does not mention any corrective measures taken to handle non-normality in SEM analysis, which is a significant methodological oversight that needs correction.

The explanation of AVE and discriminant validity in Table 3 is commendable, but the text should also discuss the threshold values used and their appropriateness for the sample size and context.

The R-squared values in Table 4 indicate moderate explanatory power, but the discussion (paragraph starting with "The R-squared criterion assesses the variance explained") lacks an explanation of whether these values meet the study's objectives and what this implies for future research.

In Table 5, Q-squared values are reported, but the discussion should include how these values compare to similar studies in the field to provide context for the model's predictive power.

Authors revised the manuscript and uploaded the document.

## 2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.