International Journal of Transformative Multidisciplinary Studies
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Driving Transformative Impact Across Disciplines

Peer-Review Report Form

Manuscript Title:	Professional Development and Thriving Skills of Teaching Personnel
Type of Article:	Original Article

FIRST ROUND

Editor

General Comments and Recommendations
The reviewers acknowledge the significance of your manuscript and recommend several revisions to further improve its clarity, coherence, organization, and overall scholarly quality. In addition, you are advised to thoroughly review and validate all references included in the manuscript. Please ensure that all cited sources are accurate, accessible, and retrievable through Google Scholar to uphold the credibility and reliability of the study. Additionally, make sure to include the DOI or website link for every reference to facilitate verification and accessibility of sources. Furthermore, only sources that are cited within the manuscript should appear in the References section, and all entries listed in the References section must also be cited in the text. For example, if 20 unique sources are cited in the manuscript, then only those 20 sources should be included in the References section. Please note that repeated citations of the same source within the text are counted as a single reference entry; therefore, the total number of references may be lower than the total number of in-text citations.

Reviewer 1

General Comments and Recommendations
The manuscript presents an evaluation of professional development and skills to thrive among educational staff. A thorough inspection reveals fundamental flaws in data interpretation, methodological execution, and structural coherence. The manuscript requires extensive revision to meet the standards of data driven academic leadership and rigorous institutional quality assurance. The authors present contradictory claims between different sections, which destroys the entire empirical foundation of the study.

Specific Comments and Recommendations
The title lacks specificity about the context, population, and scope of the research. Readers cannot determine the educational level or geographical location from the title alone. The abstract contains a severe contradiction with the main text. The abstract explicitly states that the results show no significant relationship between the two main variables. Later sections claim a significant relationship exists and reject the null hypothesis. Such a discrepancy is unacceptable and invalidates the initial summary. Furthermore, the abstract introduces a moderation effect of instructional tenure that the actual data do not support.

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The introduction suffers from grammatical inaccuracies and abrupt conceptual leaps. Subject verb agreement errors appear early in the text. The transition from global literature to local contexts lacks a cohesive logical bridge. The identified research gap relies solely on the assertion that prior literature focuses on basic education. A robust justification should connect the variables to specific outcomes based education metrics or explicit quality assurance deficits in higher education. The rationale fails to compel the reader or establish a rigorous scientific premise.
The methodology section contains multiple critical deficits. The authors state the use of complete enumeration for a total population of 71 individuals. This sample size is exceptionally small for inferential statistical tests like analysis of variance and correlation. The division of seventy one participants into five distinct subgroups for analysis of variance severely compromises statistical power and reliability. Furthermore, the text frequently shifts into the future tense, which suggests the authors copied sections directly from a research proposal without proper revision.
The treatment of research instruments lacks necessary psychometric validation for this specific sample. The authors cite reliability coefficients from prior literature but fail to report the internal consistency metrics derived from their own dataset. The reliance on historical reliability data is a flawed practice in quantitative research. The reader needs assurance that the adapted scales functioned correctly for the specific local population surveyed. Without these calculations, the integrity of the collected data remains highly questionable.
The results section merely repeats the statistical output found in the tables without the provision of deeper analytical insight. A fatal contradiction emerges in the correlation analysis table and subsequent text. The authors claim a significant relationship and reject the null hypothesis, which directly opposes the assertion in the abstract. Additionally, the reported p value in the correlation table contradicts the stated narrative. The analysis of variance results show extremely low F values, yet the text fails to interpret what this uniform variance implies for institutional continuous quality improvement.
The discussion lacks depth and merely regurgitates the statistical results alongside loosely connected literature. The authors fail to synthesize the discoveries into actionable insights for educational administrators. The text does not explain the mechanisms behind the observed phenomena. The conclusion introduces claims about moderation that the statistical tests never proved. The recommendations are generic and lack direct applicability to strategic academic roadmaps or explicit policy enhancements. The reference list contains format inconsistencies and requires meticulous standardization.

Please indicate your recommendation by checking the appropriate box below.

	Decision
	Accept the manuscript for publication.
/	Reconsider the manuscript after the authors have satisfactorily addressed and complied with the reviewers' comments and recommendations.
	Reject the manuscript, as it is not suitable for publication.

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Reviewer 2

General Comments and Recommendations
The manuscript addresses a relevant topic concerning professional development and thriving skills of teaching personnel. The study may provide useful information for school administrators and teachers. However, the present manuscript has a major conceptual problem that affects the validity of the findings.
Specific Comments and Recommendations
The main concern is the mismatch between the stated variables and the actual contents of the questionnaires. The instrument identified as professional development mainly contains items on classroom teaching practices, such as informing students about lesson objectives, questioning, classroom discipline, time management, homework, and assessment. These items appear to measure teaching practices or instructional competence rather than teachers' participation in professional development programs. Similarly, the thriving skills instrument contains broad items about personal dreams, life meaning, optimism, life decisions, and life satisfaction, which may measure general well-being instead of thriving specifically in the workplace. Because the instruments may not represent the variables stated in the title and objectives, the reported relationship cannot confidently answer the main research question.

Please indicate your recommendation by checking the appropriate box below.

Decision	
	Accept the manuscript for publication.
/	Reconsider the manuscript after the authors have satisfactorily addressed and complied with the reviewers' comments and recommendations.
	Reject the manuscript, as it is not suitable for publication.

SECOND ROUND

Decision	**Editor**	**Reviewer 1**	**Reviewer 2**
Accept the manuscript for publication.	/	/	/
Reconsider the manuscript after the authors have satisfactorily addressed and complied with the reviewers' comments and recommendations.			
Reject the manuscript, as it is not suitable for publication.			