**Editor’s Comment:**

Pearson correlation analysis yielded a weak positive association (r = 0.08) between teachers’ overall performance and students’ performance, which was not statistically significant (p = 0.085).

The authors report a Pearson correlation coefficient of r = 0.08 (p = 0.085), which is not statistically significant and indicates a negligible effect size. However, the sentence following this result suggests that high-quality teaching supports a positive learning environment and that student achievement is influenced by other factors. This interpretation is problematic, as it implies a meaningful association that was not supported by the data. It is recommended that the authors revise this section to clearly state that no significant relationship was found between teacher performance and student achievement, and avoid drawing implications not directly supported by the results.

Although the study presents well-structured data and a sound methodological approach, the interpretation of the statistical findings (specifically the non-significant correlation between teacher and student performance) does not align with standard statistical reasoning. The authors suggest implications that are not supported by the data. I recommend the manuscript be accepted only after a minor revision that addresses the overinterpretation and revises relevant sections of the abstract, results, and discussion accordingly.

**Editor’s Details:**

Dr. Hiroko Kanoh, Yamagata University, Japan