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REVIEWER'S REPORT

Manuscript No.: IJAR-50678

Date: 17-03-2025

Title: Le métier d'enseignant au Maroc: exploration des facteurs influençant la santé psychologique des enseignants et les stratégies d'y faire face

Recommendation:

- Accept as it is.....**YES**.....
- Accept after minor revision.....
- Accept after major revision
- Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality	√			
Techn. Quality		√		
Clarity		√		
Significance			√	

Reviewer's Name: Mr Bilal Mir

Reviewer's Decision about Paper: **Recommended for Publication.**

Comments (*Use additional pages, if required*)

Reviewer's Comment / Report

This study presents an insightful exploration of the teaching profession in Morocco, highlighting the perceptions of educators, the demands they face, and their impact on psychological health. The article effectively combines qualitative research with thematic analysis to provide a nuanced understanding of the challenges encountered by secondary school teachers in both the public and private sectors.

The abstract concisely summarizes the study's objectives, methodology, and key findings. It successfully conveys the dual perception that teachers hold about their profession, emphasizing both its rewarding aspects and the significant pressures that contribute to physical and psychological strain. The focus on coping strategies adds practical value to the study, demonstrating the resilience of teachers in navigating professional difficulties.

The introduction is particularly engaging, situating the discussion within the broader socio-political context of the October 2023 crisis in the education sector. The debate surrounding the teachers' strike is presented in a balanced manner, acknowledging differing societal perspectives while underlining the persistent scrutiny and criticism faced by educators. The discussion on the perceived privileges of teachers versus the realities of their profession adds depth to the narrative, offering a critical lens through which to examine public discourse on education.

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The study is well-structured, with a clear research objective and a logical flow of argumentation. The exploration of teaching as both a noble vocation and a profession fraught with difficulties aligns with existing literature on teacher well-being and professional identity. By addressing the psychological impact of teaching and the strategies employed by educators to cope with their responsibilities, the article contributes meaningfully to discussions on occupational health and education policy.

Overall, this is a well-articulated and relevant study that provides valuable insights into the Moroccan educational landscape. Its qualitative approach allows for a deep understanding of teachers' lived experiences, making it a significant contribution to research on professional well-being in the education sector.