

REVIEWER'S REPORT

Manuscript No.: IJAR-525607

Date: 04-07-2025

Title: Percepciones de Docentes Públicos Dominicanos: Desafíos y Logros Estudiantiles, un Enfoque Teoría Fundamentada

Recommendation:

Accept as it isYES.....

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

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

Reviewer Name: Mir Jaffar

Reviewer's Comment for Publication.

General Comments:

This manuscript presents a robust and insightful qualitative study focused on the lived experiences and perceptions of public sector teachers in the Dominican Republic. The use of grounded theory as a methodological framework is appropriate for the aim of generating theory from empirical data, particularly within complex educational settings. The incorporation of unstructured interviews with a substantial participant base (128 teachers) adds credibility and depth to the findings.

The abstract in both Spanish and English clearly articulates the study's purpose, methodology, analytical approach, and key findings. The emphasis on inductive coding and the use of software such as ATLAS.ti and Excel indicates methodological rigor in data analysis. The explanation of how challenges such as lack of motivation and limited resources lead to the development of adaptive pedagogical strategies is compelling and grounded in practical relevance.

The study's theoretical anchoring in constructivism, Vygotsky's Zone of Proximal Development, Motivation Theory, and Systems Theory provides a strong interdisciplinary foundation. These theoretical connections enhance the interpretation of findings and highlight the multidimensional nature of educational processes. The inclusion of these frameworks also reinforces the study's potential contribution to educational research and teacher development practices.

The manuscript captures the nuanced realities of Dominican educators, particularly in navigating systemic limitations while fostering equity and improving educational quality. The finding that adversity can lead to innovation and collaborative resilience is especially impactful.

Recommendation:

This is a well-executed and meaningful contribution to the fields of education, qualitative research, and

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Latin American studies. It offers both empirical richness and theoretical depth. The manuscript is suitable for publication in academic journals focused on educational research, teacher development, or grounded theory methodologies.