

REVIEWER'S REPORT

Manuscript No.: **IJAR-55253**

Title: Individual support to pupils for enhancing learner autonomy and responsibility: Case of primary school teachers in Bukavu/Democratic Republic of Congo

Recommendation:

Accept as it is

✓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: **Dr. Anam Zehra**

Reviewer's Comment for Publication:

The manuscript examines a significant and insufficiently explored issue in primary education within the Democratic Republic of Congo, specifically the contribution of individual teacher support to the development of learner autonomy and responsibility. The topic aligns well with current discussions on teaching quality, learner-centred pedagogy, and educational sustainability in resource-constrained settings. Although the study shows clear conceptual relevance and practical value, substantial revisions are necessary to strengthen methodological rigor, enhance academic clarity, and deepen analytical treatment to meet the expectations of an international peer-reviewed journal.

Recommendation: Accept after minor revision

Detailed Reviewer's Report

STRENGTHS

1. The study focuses on a pertinent educational concern by exploring learner autonomy and responsibility within the under-examined context of primary education in the DRC.
2. The manuscript is well aligned with current learner-centred pedagogical perspectives, particularly active, participatory teaching and individualized learner support.
3. The use of semi-structured interviews is an appropriate qualitative method for eliciting teachers' classroom experiences and instructional practices.
4. Findings are organized thematically and supported with relevant interview excerpts, enhancing coherence and clarity of presentation.
5. The study provides practical implications and recommendations for educators, school leaders, and policymakers to enhance teaching effectiveness and learner development.

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WEAKNESSES

1. The methodology lacks adequate detail regarding sampling strategy, interview procedures, data saturation, and criteria for ensuring trustworthiness.
2. The limited sample of six teachers is insufficiently justified in relation to the study's objectives and accepted qualitative research conventions.
3. The literature review remains largely descriptive and does not sufficiently integrate or critically position the study within existing scholarship.
4. The discussion offers limited analytical depth, frequently restating findings rather than critically engaging with relevant theories and prior research.
5. Issues related to language, grammar, and stylistic consistency, including repetition and inconsistent terminology, detract from overall academic clarity and readability.