

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. Touseef Malik**

Reviewer's Comment for Publication:

The manuscript addresses an important and under-researched issue in the context of primary education in the Democratic Republic of Congo, namely the role of individual teacher support in fostering learner autonomy and responsibility. The topic is relevant to contemporary debates on teaching quality, learner-centred pedagogy, and educational sustainability in low-resource contexts. While the study demonstrates conceptual relevance and practical significance, it requires **substantial revision** to improve methodological rigor, academic clarity, and analytical depth in order to meet the standards of an international peer-reviewed journal.

Recommendation: Accept after minor revision

Detailed Reviewer's Report

STRENGTHS

1. The study addresses a relevant educational issue by examining learner autonomy and responsibility within the under-researched context of primary schools in the DRC.
2. The manuscript aligns well with contemporary learner-centred pedagogical approaches, particularly participatory and active pedagogy and individual learner support.
3. The qualitative approach using semi-structured interviews is appropriate for capturing teachers' classroom experiences and pedagogical practices.
4. Results are thematically organized and supported by illustrative interview evidence, improving clarity and internal coherence.
5. The paper offers practical recommendations for teachers, schools, and policymakers aimed at improving teaching quality and learner competencies.

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WEAKNESSES

1. The methodology section lacks sufficient detail on sampling procedures, interview design, data saturation, and trustworthiness criteria.
2. The small sample size of six teachers is not adequately justified in relation to the study's scope and qualitative research standards.
3. The literature review is largely descriptive and does not sufficiently synthesize sources or clearly position the study within existing research.
4. The discussion section shows limited critical analysis and often reiterates results instead of engaging deeply with theory and prior studies.
5. Language, grammar, and stylistic issues, including repetition and inconsistent terminology, reduce academic clarity and readability.