

## REVIEWER'S REPORT

**Manuscript No.:** IJAR- 55376

**Title:** Recherche-Développement et Formation des Chefs d'Établissement Scolaire au Sénégal: Une Approche Qualitative pour Renforcer la Gouvernance Éducative

**Recommendation:**  
**Accept after minor revision**

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

**Reviewer Name:** Dr Abdul Haseeb Mir

### Detailed Reviewer's Report

The article “Recherche-Développement et Formation des Chefs d'Établissement Scolaire au Sénégal : Une Approche Qualitative pour Renforcer la Gouvernance Éducative” addresses a highly significant issue in contemporary educational policy and leadership studies, namely the professional preparation of school heads in contexts where promotion is largely based on seniority rather than managerial competence. Situated within the broader global discourse on educational governance and school effectiveness, the paper convincingly argues that the quality of school leadership is a decisive factor in improving learning outcomes and institutional performance, particularly in sub-Saharan African contexts such as Senegal.

One of the article's principal strengths lies in its clear conceptualisation of the problem. The authors correctly identify a structural mismatch between the responsibilities assigned to school heads—administrative management, pedagogical leadership, financial governance, and conflict resolution—and the absence of systematic pre-service or in-service training to equip them for these roles. By grounding this diagnosis in both international policy frameworks (Jomtien 1990, Dakar 2000, UNESCO and OECD

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reports) and the Senegalese educational context, the paper establishes strong relevance and legitimacy. The framing of school governance as a key lever for educational reform is theoretically sound and well supported by the literature.

Methodologically, the article makes a notable contribution through its use of research-development (R&D) as an approach to educational innovation. The adoption of the Harvey and Loiselle (2009) model is appropriate and well justified, particularly given the study's pragmatic objective of designing, testing, and validating a training device rather than merely describing existing practices. The five-phase structure—origin of the research, referential framework, methodology, operationalisation, and results—is clearly explained and systematically applied. This methodological transparency enhances the scientific credibility of the study and demonstrates a strong command of qualitative research design.

The empirical component of the study is another major strength. The triangulation of data through semi-structured interviews, questionnaires, participant observation, and documentary analysis provides a rich and nuanced understanding of school heads' training needs. The sample of thirty school heads drawn from diverse contexts within the Académie de Louga (urban, rural, and semi-urban) is well justified and appropriate for qualitative inquiry. The thematic analysis is rigorously conducted and yields clear findings regarding four priority areas of training: administrative and pedagogical management, financial resource management, educational leadership, and conflict management. The prominence given to conflict management—identified by 88% of respondents as a critical need—is particularly insightful and reflects the everyday realities of school leadership in complex social environments.

The design of the training dispositif constitutes one of the article's most original contributions. The four modules are logically derived from the identified needs and are coherently articulated. The emphasis on participatory governance, leadership mobilisation, transparency in financial management, and mediation-based conflict resolution reflects contemporary best practices in educational leadership. The pilot implementation and successive validation phases, involving trainers, inspectors, and school heads themselves, demonstrate a commendable commitment to co-construction and contextual adaptation rather than top-down prescription.

The results of the experimentation phase are presented clearly and convincingly. Reported outcomes such as enhanced managerial autonomy, improved financial transparency, strengthened leadership dynamics, and a more peaceful school climate suggest that the dispositif has tangible positive effects on professional

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practice. The authors are careful not to overstate these results and appropriately acknowledge contextual constraints, including infrastructural disparities, regional inequalities, and limited digital competencies.

Despite its many strengths, the article would benefit from moderate revisions. First, while the methodological description is thorough, it is at times overly detailed, particularly in sections explaining well-established qualitative procedures. Condensing these parts would improve readability and allow more space for deeper analytical discussion. Second, although the discussion section effectively links findings to governance improvement, it could be strengthened by more explicit engagement with international comparative literature on school leadership training in similar contexts. Such engagement would enhance the article's theoretical reach beyond the Senegalese case.

From a stylistic perspective, the manuscript is generally clear and well structured, but it contains minor typographical errors, long sentences, and occasional redundancies that should be addressed through careful editorial revision. Clarifying transitions between sections and tightening the conclusion would further enhance coherence.

Overall, the article makes a substantial and original contribution to research on educational governance, leadership development, and qualitative research-development methodologies. Its practical orientation, strong empirical grounding, and policy relevance make it particularly valuable for scholars, policymakers, and practitioners concerned with school management in Africa and comparable contexts.

**Recommendation:** The article is recommended for publication after minor revisions, primarily focusing on editorial refinement, slight condensation of methodological exposition, and modest strengthening of comparative theoretical engagement.