

REVIEWER'S REPORT

Manuscript No.: **IJAR-55376**

Date: **22/12/2025**

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

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

This manuscript presents a relevant, practice-oriented approach to strengthening school governance by designing a training device grounded in the expressed needs of school leaders. However, the evidence of effectiveness remains largely perception-based and context-bounded, and the intervention and analytic procedures need clearer operational detail for replication and scale-up.

Recommendation: Accept after major revision.

Detailed Reviewer's Report

Strengths

1. The manuscript tackles a concrete and high-leverage problem: school leaders promoted from teaching roles often lack formal preparation for management and pedagogical leadership.
2. The research-and-development approach is well matched to the aim of designing a practical training device, with a clear staged process from needs analysis to prototyping and testing.
3. Needs identification is explicit and prioritized, producing a focused competency profile (administrative/pedagogical management, financial management, educational leadership, conflict management).
4. The proposed training device is actionable, structured into four modules aligned to diagnosed needs, including practical tools for mediation and conflict resolution.

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5. The work includes iterative validation and pilot testing with practitioners, and it reports perceived practice improvements (planning tools, participatory budgeting practices, improved school climate).

Weaknesses

1. Impact evidence is primarily self-reported and descriptive; stronger evaluation would include objective indicators (documented management outputs, financial traceability, conflict frequency, or learner outcomes).
2. External validity is limited by a small pilot sample and a single regional context; generalization to other settings is not demonstrated.
3. Analytic transparency could be improved: thematic analysis is stated, but coding procedures, trustworthiness strategies, and examples of coding decisions are not sufficiently detailed.
4. Replicability is constrained by limited operational detail on the intervention (module duration, sequencing, facilitation requirements, learning activities, and assessment of participant mastery).
5. Scale-up conditions are underdeveloped: constraints (equipment disparities, regional inequities, digital skills gaps) are noted, but mitigation plans and implementation pathways are not specified in a rollout framework.