

Manuscript No.: IJAR-56167

**Title: FROM DATA TO THEORY: METHODOLOGICAL DIALOGUE BETWEEN PEDAGOGICAL ACTION RESEARCH AND GROUNDED THEORY**

**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. Mithilesh kumar shukla**

**Reviewer's Comment for Publication:**

Pedagogical Action Research (PAR) and Grounded Theory (GT), recognizing that both require methodological rigor, although of different natures. Demonstrates that combining PAR and GT can produce reliable, theoretically grounded insights that contribute to the development or confirmation of educational theory, advancing the field. Recognizes the complexity and large volume of qualitative data in PAR and proposes GT as a methodological tool to handle and organize this data effectively. The research methodology supports teachers and educators in critically reflecting on and transforming their teaching practices through collaborative inquiry and theory development grounded in real classroom data. It is particularly applicable for educational researchers and practitioners seeking to develop actionable knowledge and theory. The methodology fosters dialogue among participants, encouraging shared understanding and collective decision-making aimed at improving educational conditions.

**Recommendation:** Accept after minor revision,

*Detailed Reviewer's Report*

**STRENGTHS:**

- 1- This paper effectively articulates and integrates two qualitative methodologies, Pedagogical Action Research (PAR) and Grounded Theory (GT)
- 2- highlights methodological strengths,
- 3- Applying some GT techniques -open coding, axial coding, and selective coding, etc.
- 4- GT helps to reveal implicit or hidden theories embedded within the educational practices
- 5- PAR's participatory nature ensures that multiple viewpoints contribute to theory development, enriching the theoretical insights
- 6- Pedagogical Action Research (PAR) involves teachers and participants
- 7- The approach fosters critical-reflective professional growth, autonomy, and empowerment.

**WEAKNESSES:**

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- 1- This paper mentions that selective coding, a key stage in GT analysis, was not applied in the study due to time constraints.
  - 2- The studies involving large, complex, and qualitative data sets typical in educational research
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