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REVIEWER'S REPORT

Manuscript No IJAR-56167

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

Rating	Excel.	Good	Fair	Poor
Originality		/		
Techn. Quality			/	
Clarity			/	
Significance				/

Recommendation:

Accept after major revisions but need to incorporate the suggestions.

Reviewer's Name: Dr. Gaudy C. Ortizo

The study focuses on articulating Pedagogical Action Research (PAR) and Grounded Theory (GT) to systematically analyze the complex data generated during PAR, thereby moving the constructed results closer to the foundations of a theory. A core strength is that GT provides the methodological rigor and systematic analysis techniques (like coding) necessary to organize the high volume of qualitative data from PAR, enhancing the reliability and transparency of the research outcomes. This integration offers the opportunity to expand the limited use of GT in educational research, demonstrating that qualitative field research can rigorously generate or confirm new educational theories by moving beyond description toward abstract conceptualization and theory construction.

Abstract

Suggestions:

1. Strengthen the Connection/Contribution Statement: Explicitly state *which* specific GT techniques are most relevant for reinterpreting PAR data (e.g., coding methods) and how this reveals "implicit theories."
2. Include the Salient Finding/Implication: While the paper suggests GT can rearrange data, a good abstract should briefly foreshadow the main resulting insight or suggestion regarding the data organization or theory construction.

Introduction

Suggestions:

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1. Explicitly establish the problem in the global and national context of the study. Highlight the research gap.
2. Refine the Problem Statement (Central Question): While the question is clear: "how, from a critical perspective, can GT contribute so that the data constructed during a PAR move closer to the construction of a theory?", clarify *why* this articulation is specifically necessary (i.e., address the existing volume and complexity of PAR data that PAR's internal analysis might not fully capture) .

Literature Review

Suggestions:

1. Deepen the Discussion of Provisional Syntheses in PAR: Explain in greater detail how PAR's "provisional syntheses" differ from the systematic coding and comparative analysis required by GT, setting up the need for GT's intervention later in the analysis process.
2. Use recent citation 2020 onwards for related literature and studies except for theories.

Significance of the Study

Suggestions:

1. Formalize the Significance Section: Dedicate a distinct, titled section to explicitly stating the study's contribution, moving beyond the introduction's context-setting.
2. Highlight Practical Utility for PAR Researchers: Emphasize that the proposed articulation offers a systematic, rigorous framework for handling the "great volume and complexity" of data generated by PAR, thereby increasing the academic credibility and reliability of the results.
3. Emphasize Theoretical Advancement: State that the study's primary theoretical significance is demonstrating how qualitative research, specifically through the PAR-GT integration, can move beyond simple description or reflection toward the confirmation or generation of new educational theories.

Methodology

Suggestions:

1. Detail the Integration Point: Clearly define the exact moment and mechanism where the data from PAR (collected through recordings, logs, etc.) transitions to the analysis using GT techniques (coding, constant comparison). Currently, the transition is implied after the field research stage.
2. Use Concrete Examples of GT Techniques (Coding): Although coding is mentioned, provide clearer hypothetical examples of how Open, Axial, or Selective Coding transforms a specific piece of raw PAR data (e.g., a teacher's quote or reflection) into a theoretical category.

Discussion

Suggestions:

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1. Systematize the Benefits: Structure the discussion by outlining the two or three most significant *outcomes* of combining PAR and GT (e.g., 1. Increased transparency/reliability; 2. Facilitated theory generation; 3. Enhanced researcher and participant comprehension).
2. Address Limitations/Future Research: Briefly acknowledge the primary challenge (time and dedication required,) and suggest avenues for future research (e.g., testing this articulation across different educational contexts or with a larger cohort of teachers).

References

Suggestion:

1. Ensure Consistency in Citation Style: Verify that the numbering and formatting of all references (authors, year, title, publisher, specific details for online sources) strictly adhere to one unified style (e.g., APA, 7th edition format) for academic rigor.