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| Book Name: | [**Language, Literature and Education: Research Updates**](https://www.bookpi.org/bookstore/product/language-literature-and-education-research-updates-vol-1/) |
| Manuscript Number: | **Ms\_BPR\_6203** |
| Title of the Manuscript:  | **Instructional Competence, Professional and Personal Characteristics of Teachers in Multigrade Classes** |
| Type of the Article | **Book Chapter** |

**Special note:**

**A research paper already published in a journal can be published as a Book Chapter in an expanded form with proper copyright approval.**

**Source Article:**

**This chapter is an extended version of the article published by the same author(s) in the following journal.**

**Asian Journal of Education and Social Studies, 51(5): 817-829, 2025.**

**DOI: 10.9734/ajess/2025/v51i51962**

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| PART 1: Comments |
|  | Reviewer’s comment**Artificial Intelligence (AI) generated or assisted review comments are strictly prohibited during peer review.** | Author’s Feedback *(Please correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)* |
| **Please write a few sentences regarding the importance of this manuscript for the scientific community. A minimum of 3-4 sentences may be required for this part.** | **For the scientific community, this manuscript is important as it fills in the gap in understanding the differences between teachers’ self-perceptions and school heads’ evaluations regarding multigrade education. Valuable information and insights obtained from the results of the study could be used as a basis for designing teacher trainings, evaluation systems, and professional development programs with respect to multigrade education. Findings of the study can likewise be used to improve work collaborations between multi-grade teachers and school heads, which shall redound to better instruction and students’ academic performance. Finally, this study shall add to and enrich the literature about multigrade teaching, particularly in the Philippine context of education.** |  |
| **Is the title of the article suitable?****(If not please suggest an alternative title)** | **YES, the title is suitable because it captures the focus of the study. The three main variables of the study are identified: Instructional competence, professional characteristics, and personal characteristics. The context of the study is identified as well – multigrade classes. But, here is a better title I would like to suggest, which is more specific, engaging, and emphasizes the study’s novel contribution:*****“Bridging Perception Gaps: Instructional, Professional, and Personal Characteristics of Multigrade Teachers in Northern Samar”*** |  |
| Is the abstract of the article comprehensive? Do you suggest the addition (or deletion) of some points in this section? Please write your suggestions here. | **YES. The abstract is clear and well-structured and follows the standard journal-type abstract. However, it can still be improved to make it more comprehensive, thus aligning with abstract conventions. Here are suggested improvements:*** **Remove redundancy of aim. The aim statement is repeated twice. Restructure the statement of aim.**
* **State the total number of participants, not just the breakdown, to make it reader-friendly.**
* **Strengthen the findings, i.e., give specific details for the broad statement “divergence of perceptions”.**
* **Strengthen/Enhance the conclusion part by giving the specific and important contribution of the study (How does the study contribute to multigrade education? What are its implications for educational policy and teacher development?)**
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| **Is the manuscript scientifically, correct? Please write here.**  | **YES. The manuscript is scientifically sound, following the standard of research reporting. However, I suggest the following points to further enhance scientific rigor:*** **Make the abstract clearer: Avoid redundancy, improve the methods and findings/results**
* **Add or mention statistical test of significance in presenting the results of the study**
* **Provide more in-depth analysis and interpretation of the results**
* **State acknowledgment of the study’s limitations, like a small sample size and being limited to one division.**
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| **Are the references sufficient and recent? If you have suggestions of additional references, please mention them in the review form.****-** | **On the whole, the references used are enough and recent. Nonetheless, the author may add some seminal works on teacher competence, teacher evaluation, and multigrade education in various contexts to enhance the review, making it more internationally based.** |  |
| Is the language/English quality of the article suitable for scholarly communications? | **YES. The language/English quality of the article is suitable/acceptable for journal publication, though some minor editing should be done for conciseness, consistency, and style. Specifically, I suggest that the author break long sentences into shorter and simpler ones to avoid being wordy. Also, he/she should consistently use the past tense when describing what the study did. The inconsistent shift between the present and past tense makes the manuscript confusing. Finally, proper formatting of references using the APA 7th edition should be made in the reference section as well as in the text.** |  |
| Optional/General comments |  |  |

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| **PART 2:**  |
|  | Reviewer’s comment | Author’s comment *(if agreed with the reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)* |
| **Are there ethical issues in this manuscript?**  | **No major ethical issues are found in the manuscript. However, to make the manuscript stronger, it should include ethics approval or how permission was sought, how informed consent was secured, and how confidentiality and anonymity were assured.** |  |

**Reviewer details:**

**Romel R. Costales, Philippines**