

Manuscript No.: IJAR-57512

Title: Les pratiques de guidance corporelle en éducation physique et sportive au Sénégal des exigences pédagogiques auxressentis des élèves.

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:

The study is grounded in well-established theories, such as embodied cognition, motor learning theory, and sociocultural perspectives on the body, enriching the analysis. Motor learning theory is a framework that explains how individuals acquire, refine, and retain motor skills through practice and experience. It focuses on the processes involved in learning movements that are purposeful, coordinated, and efficient. The theory addresses the cognitive, perceptual, and sensorimotor mechanisms that contribute to the development of motor competence. Gender sensitivities refer to the awareness and consideration of differences in experiences, needs, perceptions, and social expectations related to gender. In educational and social contexts, acknowledging gender sensitivities means recognizing how cultural norms, roles, and power dynamics associated with gender influence behavior, interactions, and feelings. Professional practice refers to the application of specialized knowledge, skills, ethical standards, and behaviors by individuals in their professional roles. It encompasses how professionals carry out their duties, make decisions, interact with clients or students, and uphold the responsibilities and values associated with their profession.

Recommendation: Accept after minor revision,

Detailed Reviewer's Report

STRENGTHS:

- 1- This article examines how PE teachers in high schools in Dakar use these physical guidance gestures and, at the same time, explores how they are perceived by the students who experience them.
- 2- The combination of quantitative (questionnaires with 153 students) and qualitative (interviews with 8 teachers)
- 3- It thoughtfully situates physical guidance practices within the local cultural, religious, and gender norms of Senegal, acknowledging important socio-cultural influences.
- 4- The study highlights the need for teacher training that integrates ethical, relational, and cultural dimensions of physical guidance,
- 5- The paper is logically organized, moving from literature review and theory through methodology to results and discussion,
- 6- Female and male students may experience physical guidance differently due to cultural, religious, or social norms about appropriate physical contact and body exposure.
- 7- Gender sensitivities affect not only the students' emotional comfort and engagement but also the ethical considerations teachers must navigate in their professional practice.

International Journal of Advanced Research

Publisher's Name: Jana Publication and Research LLP

s

WEAKNESSES:

- 1-** Limited Sample Size for Teachers
- 2-** it also limits the applicability of the findings to other settings or countries with different social norms around physical contact and gender.
- 3-** Lack of Observational Data
- 4-** limited proficiency in the language of the questionnaire or interview

.