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Title: MENTAL HEALTH IN CONGOLESE SCHOOLS: FROM LEGAL FICTION TO STAKEHOLDER IMPROVISATION, INSTITUTIONALIZATION IN SEARCH OF MEANING.

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:

This article examines the gap between Congolese school mental health legislation and ground-level reality. Although the 1995 Education Act and the 2022–2026 PNDS position psychological well-being as central to educational success, the study shows this institutionalization amounts to a "legal fiction." Drawing on Meyer and Rowan's neo-institutionalist framework, the authors identify substantial decoupling: international standards are adopted through superficial isomorphism for external legitimacy without transforming practice. A qualitative study of 18 key stakeholders reveals a complete absence of budgetary provision and intermediary support structures. This vacuum forces teachers into informal "bricolage" and compensatory care (81% of cases), generating burnout and compassion fatigue. Institutional silence also permits mystical and religious interpretations of disorders (72%), perpetuating student stigmatization. The authors recommend transforming Pedagogical Coordination Units into collaborative psychosocial support spaces, grounded in Tronto's ethics of care and Kolb's experiential andragogy.

Recommendation: Accept after minor revision.

Detailed Reviewer's Report

STRENGTHS:

- 1- The study is built on a coherent, well-integrated framework combining Meyer and Rowan's neo-institutionalism, Tronto's ethics of care, Ryff's eudaimonic well-being,
- 2- The introduction carefully distinguishes mental health (the norm), psychological well-being (its indicator), and holistic development.
- 3- Purposive sampling, source triangulation, and a three-tier stratification (macro/meso/micro) are described precisely, with the sample size defended through the principle of theoretical saturation.
- 4- Strong hypothesis–evidence alignment, Each of the four hypotheses (H0–H3) is explicitly tested and clearly corroborated in the discussion,
- 5- Concrete, theoretically grounded recommendations.

WEAKNESSES:

- 1- Limited sample and single-city scope, With only 18 stakeholders, all drawn from Brazzaville's educational ecosystem,
- 2- The paper concludes with an ethical imperative to give voice to students, yet students were never interviewed;
- 3- The study does not observe actual classroom or school practices, so claims about "bricolage" and "compassion fatigue" rely on self-report rather than documented behavior, leaving the praxis dimension under-evidenced.

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