

REVIEWER'S REPORT

Manuscript No.: IJAR-51150

Date: 21-04-2025

Title: Students' Affective Factors Influencing Mathematics Achievement in Senior High School

Recommendation:

Accept as it is.....**YES**.....
 Accept after minor revision.....
 Accept after major revision
 Do not accept (*Reasons below*)

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

Reviewer's Name: Mir Tanveer

Reviewer's Decision about Paper: Recommended for Publication.

Comments (*Use additional pages, if required*)

Reviewer's Comment / Report

The abstract clearly defines the scope and purpose of the study, presenting a well-organized summary of the methodology, participant demographics, analytical tools, key findings, and educational recommendations. The research design—an explanatory sequential mixed method approach—demonstrates methodological robustness and allows for a comprehensive understanding of both numerical trends and lived experiences. The identification of attitude toward mathematics as the most significant affective factor influencing achievement is clearly communicated and grounded in the results. The practical recommendations provided at the end are relevant and aim to address the issue through pedagogical strategies and student mindset. The inclusion of well-chosen keywords enhances the clarity and thematic focus of the study.

The introduction offers a strong contextual foundation by linking the study's relevance to national development goals, including Ghana's educational policy and the Sustainable Development Goals (SDGs). The reference to government expenditure on education and the juxtaposition of high enrollment with poor learning outcomes provides a compelling rationale for the investigation. Mathematics is aptly framed as both a foundational discipline and a critical component of national education standards. The

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reference to empirical assessments (NEA, TIMSS, WASSCE) adds credibility to the argument and reinforces the urgency of addressing persistent underperformance.

The language is academic and formal, with a logical flow from macro-level educational goals to micro-level classroom realities. The framing of the problem is both data-driven and socially relevant, making a strong case for the study's significance. Overall, the text demonstrates scholarly depth, thematic coherence, and research relevance.
