

REVIEWER'S REPORT

Manuscript No.: IJAR-52539

Date: 30-06-2025

Title: Parental Roles in EFL Learning: A Case Study of Form 1 Students in Parakou, Benin

Recommendation:

Accept as it isYES.....

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: - Mir Jaffar

Reviewer's Comment for Publication.

General Evaluation

This manuscript presents a meaningful and timely exploration of the role of parental involvement in English as a Foreign Language (EFL) learning at the secondary school level in Parakou, Benin. The study's design, which combines qualitative and quantitative methods, strengthens the reliability of the findings. Its relevance is grounded in both the educational and sociolinguistic contexts of Sub-Saharan Africa, where English acquisition increasingly holds academic and economic significance.

Strengths of the Manuscript

1. Relevance of the Topic

The study addresses a vital area in language acquisition and educational development. In multilingual African contexts such as Benin, where French dominates, exploring how

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English can be supported through parental engagement adds regional and pedagogical value to the scholarship.

2. Well-Defined Objectives

The focus on parental responsibility, teacher-parent interaction, and its effect on students' learning performance is clearly stated and well-aligned with the overall research framework.

3. Methodological Rigor

The mixed-methods approach—incorporating questionnaires, interviews, and observations—adds depth and triangulation to the research process. The purposive and random sampling methods help ensure both relevance and representativeness of participants.

4. Data Analysis

Quantitative data analysis using SPSS 22 and qualitative content analysis is methodologically appropriate. The use of percentages and stakeholder perspectives enhances the clarity of the findings.

5. Balanced Findings

The study does well to present both the acknowledgment of parental roles and the gap between acknowledgment and active involvement. This tension is central to understanding the implementation gap in educational support practices.

6. Practical Implications

The emphasis on collaboration among parents, students, and teachers offers actionable insights that are grounded in the realities of the local educational system. The study successfully underscores the need for systemic efforts to bridge communication and participation gaps.

Conclusion

This case study offers a thoughtful and empirically grounded contribution to the literature on EFL pedagogy and educational sociology in African contexts. It effectively illustrates the complexities of parental involvement and proposes directions for improved educational outcomes. The integration of stakeholder perspectives further enhances the study's relevance and applicability.

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