

## REVIEWER'S REPORT

**Manuscript No.: IJAR-59332**

**Title: Humanistic Pedagogy in Ghanaian Senior High School Mathematics: Teachers' Understandings, Practices and Challenges**

### Rating

Recommendation **acceptance after minor revisions.**

| Rating         | Excel. | Good                                | Fair | Poor |
|----------------|--------|-------------------------------------|------|------|
| Originality    |        | <input checked="" type="checkbox"/> |      |      |
| Techn. Quality |        |                                     |      |      |
| Clarity        |        | <input checked="" type="checkbox"/> |      |      |
| Significance   |        | <input checked="" type="checkbox"/> |      |      |

Reviewer's ID: JPR- 212

### *Detailed Reviewer's Report*

#### Summary

This qualitative descriptive study explored how seven Ghanaian senior high school mathematics teachers understand, enact, and experience challenges related to humanistic pedagogy. Data were collected through semi-structured interviews and analysed thematically, yielding five themes: (1) making mathematics meaningful; (2) participation, care, and whole-person development; (3) perceived changes in learners' relationships with mathematics; (4) practical and institutional constraints; and (5) teacher agency in response to constraints.

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#### Assessment

Originality: Good

# International Journal of Advanced Research

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## **REVIEWER'S REPORT**

The study addresses a genuine gap by applying an explicit humanistic lens to Ghanaian mathematics education, distinguishing it from constructivist and culturally responsive approaches. The conceptual framework is a useful contribution.

**Technical Quality: Good**

The qualitative descriptive design and thematic analysis are appropriate. Ethical procedures are well-documented, and the authors appropriately caution that learner outcomes are perceived, not measured. However, more detail is needed on information power, coding rigour, and divergent findings.

**Clarity: Good**

The manuscript is well-organised and clearly written. The findings are supported by participant quotes. Some themes are unevenly developed (Theme 3 is brief), and the discussion could engage more explicitly with the theoretical framework.

**Significance: Good**

The study has practical implications for teacher development, resource provision, and curriculum reform in Ghana. The emphasis on teacher agency is valuable. Implications could be more specific and actionable.

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### **Key Strengths**

- Addresses an under-researched topic in Ghanaian mathematics education
- Clear conceptual framework linking humanistic principles, enactment, constraints, and agency
- Methodologically appropriate design with candid limitations
- Rich participant quotes grounding the findings

### **Key Weaknesses**

- Data collection timeline (September 2026) appears to be a future date—needs clarification
- Insufficient detail on information power, coding process, and rigour
- Divergent or contradictory findings are not explicitly highlighted

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- No reflexivity statement addressing author positionality
- Theme 3 is underdeveloped relative to other themes
- Implications lack specificity for policy and practice
- Minor grammatical errors (e.g., "Author declare" → "The author declares")

### Recommendations

#### Decision: Minor Revisions

1. Clarify the data collection timeline.
2. Provide more detail on information power and coding rigour.
3. Include the interview guide or a summary of key questions.
4. Add a table showing which participants contributed to which themes.
5. Explicitly highlight divergent findings.
6. Include a reflexivity statement.
7. Map the five themes onto the five humanistic principles.
8. Expand the discussion of teacher biography.
9. Strengthen implications with specific recommendations.
10. Proofread for grammatical errors.

### Confidential Comments to the Editor

This is a solid contribution on an important topic. The qualitative design is appropriate, and the findings are credible. Minor revisions are needed to strengthen methodological transparency and practical implications. I recommend **acceptance after minor revisions**.