

Manuscript No.: IJAR-59332

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

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 qualitative study explored how seven Ghanaian senior high school mathematics teachers understood and enacted humanistic pedagogy. Thematic analysis of interviews revealed five themes: making mathematics meaningful through learners' worlds; participation, care, and whole-person development; perceived changes in learners' relationships with mathematics; practical and institutional constraints; and teacher agency. Teachers described humanistic pedagogy as contextualisation, facilitation, collaboration, respectful relationships, emotional sensitivity, and holistic development, supporting interest, participation, and conceptual understanding. Barriers included inadequate resources, difficulty contextualising concepts, preparation needs, learner diversity, time pressure, curriculum coverage, and examinations. The study concludes that humanistic mathematics pedagogy extends beyond learner-centred activity to include meaningfulness, care, learner voice, psychological safety, and whole-person development.

Recommendation: Accept after minor revision, .

Detailed Reviewer's Report

STRENGTHS:

- 1- It clearly differentiates humanistic pedagogy from constructivism, culturally responsive pedagogy,
- 2- The paper out standing three research questions is focused, coherent, and directly aligned with the study's aims.
- 3- The study is firmly anchored in Rogers' (1969) humanistic learning theory and Maslow's (1954) work,
- 4- A qualitative descriptive design is well-suited to exploring teachers' understandings and experiences in depth.
- 5- The study follows Braun and Clarke's (2006, 2021) approach and applies the theoretical framework after initial coding to avoid deductive bias.
- 6- Ethical approval, verbal consent, anonymity, and confidentiality are clearly addressed and reported.

WEAKNESSES:

- 1- In study Small, homogeneous sample.
- 2- The study used only interviews, with no classroom observations, learner interviews, attendance records, or achievement data.
- 3- Lack of a formal ethics approval number.

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