

Review Form 1.6

Journal Name:	Asian Journal of Education and Social Studies
Manuscript Number:	Ms_AJESS_85286
Title of the Manuscript:	Impact of Assessment as Learning on Attitudes towards Mathematics of Senior High School Students in Ahanta West and Mpohor Districts.
Type of the Article	Original Research Article

General guideline for Peer Review process:

This journal's peer review policy states that NO manuscript should be rejected only on the basis of 'lack of Novelty', provided the manuscript is scientifically robust and technically sound. To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

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PART 1: Review Comments

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
<u>Compulsory</u> REVISION comments	<p>Mathematics has been universally recognized as the fulcrum of the Sciences and many peoples in the world require its knowledge to overcome some life challenges. According to Ernest (2000), Mathemacis learnt in schools to reproduce mathematical skills and knowledge - based capability and to develop creative critical appreciation of the social application and use of Mathematics. This means that mathematics is an essential subject which helps students to acquire knowledge and skills and effectively and efficiently apply these knowledge and skills in the society to solve societal problems.</p> <p>Thestudy in this paper examined the impact of assessment as learning on attitudes on mathematics among Senior High School students in Ahanta West and Mpohor Districts. Quasi-experimental pre-test/ post- test control group design was adopted for the study. Multi-stage sampling techniques were applied to generate a sample of 81 parcipants comprising 32 inthe experimental group and 49 in the control group. A questionnaire was mainly used for the data collection. A questionnaire on attitudes was administered students to determine classes with no significant difference in attitudes towards Mathematics. Then a training package with assessment as learning and a similar package with the traditional assessment methods were administered to the Experimental group and control group respectively.</p> <p>Finally, post intervention questionnaire on attitudes were administered to both groups. The results revealed SHS students in the experimental group have positive attitudes towards mathematics than those in the control group. Also gender has no significant effect on attitude towards mathematics in the face of assessment as learning.</p>	
<u>Minor</u> REVISION comments	<ol style="list-style-type: none">1. At the end of the Introduction, which theorems correspond to which conclusions need to be clearly stated.2. At the end of the Introduction, which theorems correspond to which conclusions need to be clearly stated..3. All references should be cited in the text in sequence. For example, the first cited item should be ref. [1]; then comes ref. [2].... Etc.	

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<u>Optional/General</u> comments		
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PART 2:

	Reviewer's comment	Author's comment <i>(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
Are there ethical issues in this manuscript?	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

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