

## Review Form 1.6

Journal Name:	<b>Asian Journal of Education and Social Studies</b>
Manuscript Number:	<b>Ms_AJESS_94612</b>
Title of the Manuscript:	<b>Non-Cognitive Factors Affecting Mathematics Performance Using Structural Equation Modeling: Basis for a Mathematics Learning Intervention Framework</b>
Type of the Article	<b>Original Research Article</b>

### 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:

(<https://www.journalajess.com/index.php/AJESS/editorial-policy> )

### PART 1: Review Comments

	<b>Reviewer's comment</b>	<b>Author's comment</b> (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)
<b>Compulsory</b> REVISION comments	The submitted original research article has been reviewed in terms of content, relevance of data, research procedure, and value to the readership. Overall, the study displays high quality concerning all the above-mentioned aspects. We suggest solely the subsequent improvement: - within the CONCLUSION section, to provide the reader with the limitations of the study and future research perspectives. (p. 8, paragraph 1, please reconsider WO: Presented in Table 3 is the quality of the study habits of the respondents.)	
<b>Minor</b> REVISION comments	On the subject of the relevance of the presented data, it is vital to emphasize that the study relates to other works on the investigated topic. Moreover, the author(s) provide recent sources within the REFERENCES section (there are sources cited within the span of 2012 – 2021). We believe that this manuscript is properly directed to the target audience of the journal to which it was submitted. Concerning the value to the readership, the presented aspects are of international use as they are from the field of didactics investigating students' academic performance and providing useful recommendations for possible enhancement of their performance.	
<b>Optional/General</b> comments	The principal advantage of the study is that it investigates the non-cognitive factors affecting the mathematics performance of Bachelor of Secondary Education students using Structural Equation Modeling as a basis for the formulation of a proposed Mathematics Learning Intervention Framework. The study has adopted a descriptive-correlational method. A total of 266 pre-service teachers participated and answered the survey questionnaires through complete enumeration sampling. The results revealed that self-efficacy, study strategies, teacher support, and involvement directly affect the mathematics performance of the BSED major in mathematics students. In addition to this, the Mathematics Learning Intervention Framework was crafted highlighting self-efficacy, study strategies for math class, teacher support, and involvement factors to improve students' mathematics performance. The whole research procedure is clearly explained and the research results are illustrated with figures, charts and tables. Overall, the investigated topic is current, suitable for publishing.	

### PART 2:

	<b>Reviewer's comment</b>	<b>Author's comment</b> (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)
<b>Are there ethical issues in this manuscript?</b>	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

### Reviewer Details:

Name:	<b>Marta Lacková</b>
Department, University & Country	<b>University of Žilina, Slovakia</b>