

Review Form 1.7

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| Journal Name: | Asian Journal of Education and Social Studies |
| Manuscript Number: | Ms_AJESS_96831 |
| Title of the Manuscript: | Parents' Participation in Decision Making Process in the Promotion of a Healthy School Climate in Public Secondary Schools in the South West Region, Cameroon |
| Type of the Article | SCIENTIFIC AND TECHNOLOGICAL RESEARCH ARTICLE: Document that presents, in detail, the original results of an unpublished scientific work, which may deal with qualitative or quantitative research. |

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>)

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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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Compulsory REVISION comments</p> <ol style="list-style-type: none"> Is the manuscript important for scientific community? (Please write few sentences on this manuscript) Is the title of the article suitable? (If not please suggest an alternative title) Is the abstract of the article comprehensive? Are subsections and structure of the manuscript appropriate? Do you think the manuscript is scientifically correct? Are the references sufficient and recent? If you have suggestion of additional references, please mention in the review form. <p>(Apart from above mentioned 6 points, reviewers are free to provide additional suggestions/comments)</p> | <p>The manuscript is important for the scientific community because it contributes to the quality of life and well-being of people, in the training of new professionals and in the development of professionals moving towards research on healthy school climate in public schools in Southwest Cameroon. It offers solutions to the challenges of daily life and helps to respond to social problems in the school environment.</p> <p>On the title: "Parental participation in the decision-making process in promoting a healthy school climate in public secondary schools in the Southwest region of Cameroon", the suggestion is to specify the title, three dependent variables are appreciated: Parental involvement, decision making in promotion, and healthy school climate. And as research object and independent variable: public secondary schools in the Southwest region of Cameroon. Suggestion, the title could be as follows: "Parental involvement in the promotion of a healthy school climate in public secondary schools in the Southwest region of Cameroon".</p> <p>About the abstract: It conveys in an abbreviated form the purpose of the research, methods applied, findings, results and conclusion. So it is considered appropriate.</p> <p>Are the subsections and structure of the manuscript appropriate: It meets the requirements of adequate research, follows a scientific method to obtain results, which is seen in the existence of a title, problem formulation, development, conclusions and a bibliography.</p> <p>Do you think the manuscript is scientifically correct: I consider the manuscript correct, it meets the requirements title, abstract, keywords, summary, abstract, introduction, methods, results, discussion, conclusions, recommendations and references.</p> <p>References: The literature review of the last 5 years shown from 2018 to 2022, is of poor timeliness, only one from 2020. Perhaps this should be reviewed.</p>  <table border="1"> <caption>Reference Timeliness Data (1990-2020)</caption> <thead> <tr> <th>Year</th> <th>Series1 (Count)</th> <th>Series2 (Count)</th> </tr> </thead> <tbody> <tr><td>2020</td><td>27</td><td>1</td></tr> <tr><td>2019</td><td>25</td><td>0</td></tr> <tr><td>2018</td><td>23</td><td>0</td></tr> <tr><td>2017</td><td>21</td><td>1</td></tr> <tr><td>2016</td><td>19</td><td>2</td></tr> <tr><td>2015</td><td>17</td><td>0</td></tr> <tr><td>2014</td><td>15</td><td>0</td></tr> <tr><td>2013</td><td>13</td><td>1</td></tr> <tr><td>2012</td><td>11</td><td>0</td></tr> <tr><td>2011</td><td>9</td><td>4</td></tr> <tr><td>2010</td><td>7</td><td>0</td></tr> <tr><td>2009</td><td>5</td><td>1</td></tr> <tr><td>2008</td><td>3</td><td>1</td></tr> <tr><td>2007</td><td>1</td><td>1</td></tr> <tr><td>2006</td><td>1</td><td>0</td></tr> <tr><td>2005</td><td>1</td><td>1</td></tr> <tr><td>2004</td><td>1</td><td>1</td></tr> <tr><td>2003</td><td>1</td><td>0</td></tr> <tr><td>2002</td><td>1</td><td>0</td></tr> <tr><td>2001</td><td>1</td><td>2</td></tr> <tr><td>2000</td><td>1</td><td>0</td></tr> <tr><td>1995</td><td>1</td><td>0</td></tr> <tr><td>1994</td><td>1</td><td>1</td></tr> <tr><td>1993</td><td>1</td><td>2</td></tr> <tr><td>1992</td><td>1</td><td>0</td></tr> <tr><td>1991</td><td>1</td><td>1</td></tr> <tr><td>1990</td><td>1</td><td>1</td></tr> </tbody> </table> | Year | Series1 (Count) | Series2 (Count) | 2020 | 27 | 1 | 2019 | 25 | 0 | 2018 | 23 | 0 | 2017 | 21 | 1 | 2016 | 19 | 2 | 2015 | 17 | 0 | 2014 | 15 | 0 | 2013 | 13 | 1 | 2012 | 11 | 0 | 2011 | 9 | 4 | 2010 | 7 | 0 | 2009 | 5 | 1 | 2008 | 3 | 1 | 2007 | 1 | 1 | 2006 | 1 | 0 | 2005 | 1 | 1 | 2004 | 1 | 1 | 2003 | 1 | 0 | 2002 | 1 | 0 | 2001 | 1 | 2 | 2000 | 1 | 0 | 1995 | 1 | 0 | 1994 | 1 | 1 | 1993 | 1 | 2 | 1992 | 1 | 0 | 1991 | 1 | 1 | 1990 | 1 | 1 | |
| Year | Series1 (Count) | Series2 (Count) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2017 | 21 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016 | 19 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 17 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 15 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 13 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 11 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 9 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 7 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 5 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 3 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2003 | 1 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2002 | 1 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2001 | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2000 | 1 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1995 | 1 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1994 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1993 | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1992 | 1 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1991 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Minor REVISION comments</p> <p>1. Is language/English quality of the article suitable for scholarly communications?</p> | <p>In our humble Spanish-speaking judgment, the understanding of the article is adequate.</p> | |
| <p>Optional/General comments</p> | <p>I respectfully recommend that you look at the length of the paragraphs in the manuscript, some are very long, which makes the document look very dense, and that makes it difficult to understand. Research is of vital importance, it is very important that the family and the school maintain a close link. The child begins his or her educational trajectory in the family environment. Then, the school complements this education. Therefore, both contexts are part of the daily experience of children. Communication between the school and the family allows the child's psychological, social, ethical, biological and academic growth to be strengthened. In other words, the integral development of their personality. However, if you are a teacher, you will know that this alliance is not always generated in a simple, pleasant and spontaneous way. On the contrary, sometimes a lot of dialogue is necessary to reach a mutual consensus.</p> <p>How to incorporate the family into the educational system?</p> <p>The school-family relationship is not always harmonious and serene. Pedagogical and educational approaches often do not coincide between both parties. On the other hand, there are parents who, for various reasons, do not get involved in their children's school environment. So, how can the family be successfully incorporated into the educational system?</p> <p>Below, we will give you some tips that will help you in this task. In addition, you can resort to specialized web platforms. Educalink 1, for example, is a very complete app that will help you in both the organization and the educational approach. It also offers a lot of valuable information on school and pedagogical issues.</p> <ul style="list-style-type: none"> - Integrate the family into the school: How? Through an open-door policy. In this way, parents will get to know their children's educational institution better. People appreciate what they know. - Involve parents: It is essential that families play an active role and give their opinion on all educational and pedagogical issues they consider important. The school should not only be a space where concepts are transmitted in class for five or six hours a day. Emergency situations, for example, have disarticulated traditional school structures. As a consequence, schools were forced to make many changes at the educational level. - Create fluid communication channels: Not all parents have a lot of time available to come to the school. This should not be an impediment to maintain active communication. Use notes in the children's notebooks, e-mails or any other means that is convenient for the family. - Generate meeting spaces between the family and the school. That is to say, meeting and exchange spaces that promote debate and collective decision making. The family and the school need each other to build a better educational future. - Develop common activities between the family and the school: It is very important to develop and implement activities that allow communication between families and the school through the children. For example, a reading project at home. <p>The document presented has a 95% quantitative approach, however, from the qualitative point of view, there is no proposal to improve the parent-school relationship.</p> <p>In the introduction it is stated that there are problems in the incorporation of parents in school decision making, however, in the qualitative results it is said that this relationship is positive.</p> <p>Could this be a conflict of conclusions and identification of the problematic situation posed by the</p> | |

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| | research? I suggest that the aspects raised be reviewed and that the manuscript be accepted for publication, in our opinion, because of the importance of the research, and the professionalism with which it is carried out has 10 points, since the suggestions do not in any way detract from the quality of the article. | |
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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> |
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| Are there ethical issues in this manuscript? | <i>(If yes, Kindly please write down the ethical issues here in details)</i> | |

Reviewer Details:

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|----------------------------------|---|
| Name: | Mario González Arencibia |
| Department, University & Country | University of Informatics Sciences, Cuba |