## REVIEWER'S REPORT

Manuscript No.: **IJAR-52996**

**Title**: Technology Integration in Higher Education: The Role of Faculty in Enhancing Student Engagement and Career Support

**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: Mr Bilal Mir

**Reviewer's Comment for Publication.**

The manuscript titled *"Technology Integration in Higher Education: The Role of Faculty in Enhancing Student Engagement and Career Support"* provides a timely and relevant exploration of the evolving role of faculty in the digital transformation of higher education. The abstract succinctly outlines the scope and objectives of the study, emphasizing the centrality of faculty-led technology integration in enhancing student engagement and career preparedness. The use of quantitative methods—Percentage Analysis, Multiple Correlation, and Chi-Square Analysis—adds empirical strength to the investigation and suggests a data-driven approach to understanding faculty impact.

The introduction effectively frames the transformation of faculty roles in the context of digital pedagogy. It outlines how educators are increasingly acting as facilitators, mentors, and career guides rather than mere transmitters of knowledge. The examples of Learning Management Systems (LMS), AI-based tools, and career mapping software offer concrete illustrations of how digital integration is reshaping learning environments and bridging the gap between academic knowledge and employability.

The section on *Faculty Involvement in Digital Education* reinforces the notion that the success of technology initiatives in education hinges on the active participation and adaptability of faculty members. The discussion includes a variety of digital tools and platforms—Google Classroom, Moodle, LinkedIn Learning, and AI-driven applications—indicating a comprehensive understanding of the digital ecosystem in higher education. This section demonstrates how faculty engagement transforms technology into a pedagogical asset, aligning academic learning with real-world competencies.

Overall, the manuscript presents a coherent, research-informed, and practice-oriented view of technology integration in higher education. It clearly identifies faculty as pivotal agents in fostering student motivation, digital literacy, and career readiness. The narrative is well-structured and grounded in both theoretical and practical insights, making it a valuable contribution to the discourse on digital transformation in academia.

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