

REVIEWER'S REPORT

Manuscript No.: **IJAR-53446**

Date: 21.8.2025

Title: AI-Enhanced Intrusion Detection for Industry 4.0: A Cross-Regional Study on Mitigating Advanced Persistent Threats in Cyber-Physical Systems

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.Aarthi R

Date: 21.8.2025

Reviewer's Comment for Publication.

(To be published with the manuscript in the journal)

The reviewer is requested to provide a brief comment (3-4 lines) highlighting the significance, strengths, or key insights of the manuscript. This comment will be Displayed in the journal publication alongside with the reviewers name.

The manuscript provides meaningful insights into the lived experiences of students and teachers in inclusive physical education in Ghana. It highlights both the opportunities for social interaction and the systemic challenges—such as lack of resources, training, and policy gaps—that hinder equity and participation. By linking findings to theories of self-determination and social inclusion, it offers strong policy recommendations aligned with the SDGs, making it a valuable contribution to inclusive education research

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- The manuscript addresses a highly relevant theme by exploring inclusive physical education in Ghana, directly contributing to global discussions on equity, social justice, and the Sustainable Development Goals.
- The qualitative hermeneutic phenomenology method is well-chosen, allowing for deep exploration of lived experiences and providing rich narratives from both students and teachers.
- The study effectively uncovers systemic challenges, including inadequate facilities, lack of adapted equipment, insufficient teacher preparation, and weak policy implementation, which hinder true inclusivity.
- A notable strength lies in presenting a balanced picture, recognizing instances of social interaction and peer support while also highlighting persistent barriers and inequalities faced by students with disabilities.
- The manuscript demonstrates theoretical depth by linking findings with self-determination and social inclusion frameworks, thereby situating the results within established scholarly discourse.
- The recommendations are practical and actionable, emphasizing teacher training, adapted curricula, improved infrastructure, and policy-level interventions that can guide policymakers and practitioners.
- Overall, the study makes a valuable academic and practical contribution, especially for low- and middle-income contexts, and the manuscript is suitable for publication with only minor language refinement and formatting adjustments.