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## REVIEWER'S REPORT

Manuscript No.: IJAR-55465

**Title:** *The Impact of Implementing an Interactive Educational Platform on Increasing Kindergarten Teachers' Motivation to Integrate Digital Learning Tools*

**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. Touseef Malik

**Reviewer's Comment for Publication.**

The manuscript investigates the impact of an interactive educational platform (Dynamiklass) on kindergarten teachers' motivation to integrate digital learning tools, with a particular emphasis on teachers' lived experiences. The topic is timely and relevant, especially in the context of early childhood education and digital transformation. The study offers valuable qualitative insights into emotional, professional, and motivational dimensions of technology integration. However, to meet international publication standards, the manuscript requires improvements in methodological transparency, analytical rigor, and linguistic clarity.

**Recommendation:** Accept after minor revision.

## *Detailed Reviewer's Report*

### STRENGTHS

1. The study addresses a relevant and contemporary issue by focusing on teacher motivation for digital integration in early childhood education, a context that remains underrepresented in empirical research.
2. The qualitative, experience-based approach provides rich descriptive insights into teachers' emotional and professional transformations resulting from the use of the interactive platform.
3. The manuscript is grounded in an appropriate theoretical framework, particularly Self-Determination Theory, which strengthens the interpretation of motivation-related findings.
4. The description of the Dynamiklass platform and its classroom implementation is detailed and contextually grounded, enhancing the practical relevance of the study.

**REVIEWER'S REPORT**

5. The findings offer clear implications for teacher training, professional development, and policy-level decisions regarding digital innovation in kindergarten settings.

**WEAKNESSES**

1. The sample size and sampling strategy are not sufficiently justified, limiting the transferability and credibility of the qualitative findings.
2. Data analysis procedures lack clarity; coding strategies, theme development, and steps taken to ensure trustworthiness are not explicitly described.
3. The literature review is extensive but largely descriptive, with limited critical synthesis linking prior studies directly to the present findings.
4. The discussion section frequently reiterates participants' narratives without adequately integrating them into broader theoretical and empirical debates.
5. Language, formatting, and typographical inconsistencies, particularly in spacing, bilingual presentation, and citation style, reduce the manuscript's academic coherence and readability.