

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. Anam Zehra**

Reviewer's Comment for Publication

The article presents a meaningful and practice-oriented exploration of digital platform integration in early childhood education. However, strengthening methodological clarity, analytical depth, and critical balance would significantly enhance its scholarly contribution.

Recommendation: Accept after major revision.

Detailed Reviewer's Report

Strengths

1. Clear and Relevant Focus

The article addresses a timely and practically relevant issue in early childhood education by examining teachers' motivation to integrate digital learning tools. The focus on kindergarten teachers fills an important gap, as this group is often underrepresented in technology-integration research despite their critical role in foundational learning.

2. Strong Human-Centered Perspective

The study effectively foregrounds teachers' lived experiences, emotions, and professional growth rather than treating technology adoption as a purely technical process. This humanistic lens adds depth and authenticity to the findings and enhances the educational value of the paper.

3. Rich Qualitative Insights

The use of interviews allows for nuanced insights into teachers' confidence, enthusiasm, and

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classroom transformation. The narrative data convincingly illustrates how motivation, collaboration, and pedagogical joy evolved through the use of the interactive platform.

4. **Clear Link Between Practice and Professional Growth**

The article demonstrates a meaningful connection between digital platform use and teachers' perceived competence, autonomy, and willingness to innovate. This linkage strengthens the practical implications for professional development and teacher training programs.

5. **Well-Structured and Coherent Presentation**

The manuscript is logically organized, with a smooth flow from problem identification to implementation and outcomes. Key concepts are clearly defined, and the progression of ideas supports reader comprehension, especially for practitioners and policymakers.

Weaknesses

1. **Limited Methodological Transparency**

The study does not sufficiently detail sample size justification, participant selection criteria, or data saturation procedures. This limits the reader's ability to assess the rigor and transferability of the findings.

2. **Overreliance on Self-Reported Experiences**

While teacher perceptions are valuable, the exclusive dependence on self-reported data introduces subjectivity and potential bias. The absence of observational or classroom performance data weakens empirical robustness.

3. **Restricted Contextual Scope**

The research is confined to a specific institutional and geographical setting, which constrains broader generalization. Greater contextual comparison or acknowledgment of variability across settings would strengthen the study.

4. **Insufficient Critical Engagement with Challenges**

Although technical challenges are briefly mentioned, they are not critically analyzed in depth. Issues such as long-term sustainability, infrastructure dependence, and teacher workload deserve more systematic examination.

5. **Lack of Comparative or Contrasting Evidence**

The manuscript does not compare outcomes with alternative platforms or traditional teaching approaches. This makes it difficult to determine whether observed motivational gains are platform-specific or context-driven.