

REVIEWER'S REPORT

Manuscript No.: IJAR-55699

Title: "Enhancement of Technologies in the Training of Early Childhood Care and Education Pre-Service Teachers"

Recommendation:

Accept after minor revision.....

Rating	Excel.	Good	Fair	Poor
Originality	✓			
Techn. Quality		✓		
Clarity			✓	
Significance		✓		

Reviewer Name: Faheem Abdul Muneeb

Reviewers Report

General Appraisal

This manuscript investigates the role of technology in the training of Early Childhood Care and Education (ECCE) pre-service teachers in Nigeria, with particular emphasis on lecturers' capacity, institutional infrastructure, and continuous professional development. Using a participatory action research (PAR) design, the study draws on observations and focus group discussions with ECCE lecturers to explore challenges and possibilities in integrating technology into teacher preparation. The topic is highly relevant, especially in the context of sustainable educational development, 21st-century skills, and the growing demand for technology-enhanced pedagogy. The paper is well aligned with national education priorities and global agendas such as SDG 4 (Quality Education).

Contribution and Conceptual Anchoring

A major strength of the manuscript is its clear recognition of lecturers as central agents in shaping pre-service teachers' technological competence. The adoption of the TPACK framework provides an

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appropriate theoretical lens, and the discussion of Technological Pedagogical Knowledge (TPK) and Technological Pedagogical Content Knowledge (TPCK) is relevant to the realities of ECCE practice. The paper successfully highlights the gap between policy aspirations and actual classroom conditions, particularly the inadequacy of technological resources and limited lecturer preparedness. This grounding in lived institutional realities gives the study practical relevance.

However, the conceptual discussion would benefit from slightly tighter integration between the TPACK framework and the empirical findings. At present, the theory is well explained, but its analytical use in interpreting the data remains somewhat implicit.

Methodological Approach and Data Use

The use of Participatory Action Research is appropriate and well justified, given the study's aim of promoting change in training practices. The inclusion of lecturers as co-researchers strengthens the collaborative dimension of the study. The use of observation and focus group discussions allows for rich qualitative insights, and the thematic analysis is clearly described. The two themes identified—inadequate technologies and lack of support for continuous professional development—are well supported by participant excerpts.

That said, there is a minor inconsistency regarding the number of participants, and greater clarity on sampling decisions and duration of field engagement would enhance methodological transparency.

Findings, Interpretation, and Educational Implications

The findings are coherent and resonate strongly with existing literature on teacher readiness and infrastructure deficits in developing contexts. The participants' reflections on outdated equipment, non-functional laboratories, and lack of professional development are particularly compelling. The paper convincingly demonstrates how these constraints undermine effective technology integration in ECCE training. The recommendations for equipping resource centres and strengthening continuous professional development are sensible and practically grounded.

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The analysis could be strengthened by deeper engagement with how these constraints specifically affect pedagogical practices in early childhood contexts, rather than treating technology integration in more general terms.

Style, Organisation, and Presentation

The manuscript is written in an accessible and academically appropriate tone. The structure is logical, moving from introduction to theory, methodology, findings, and recommendations. However, there are several grammatical issues, typographical errors, and awkward phrasings that require editorial attention. Some sections, particularly the introduction, could be streamlined to avoid repetition. Careful language editing would significantly improve clarity and professionalism.

Final Recommendation

Overall, this is a timely, relevant, and practically oriented study that sheds light on an important dimension of teacher education in Nigeria. Its focus on ECCE, participatory methodology, and alignment with sustainable development goals enhance its value. With minor revisions focusing on language refinement, methodological clarity, and stronger theory–data integration, the manuscript will be suitable for publication.

Decision: Accepted with minor revisions.