International Journal of Transformative Multidisciplinary Studies
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Driving Transformative Impact Across Disciplines

Manuscript Title:	Integration of Technology in Teaching Araling Panlipunan and Academic Performance among Students
Type of Article:	Original Article

FIRST ROUND

Editor

General Comments and Recommendations
The reviewers recognize the manuscript's merit and suggest revisions to enhance its clarity, coherence, and overall impact. The authors are encouraged to carefully incorporate all reviewer feedback in the revised version.

Reviewer 1

General Comments and Recommendations
This paper is relevant and timely, especially because technology integration in Araling Panlipunan is now very important in Philippine basic education. The study also has good practical value because it tries to connect classroom technology use with student performance. However, in my view, the paper's main weakness is the mismatch between what the study claims to examine and what the data and analysis can really support. This issue affects the clarity of the whole manuscript and should be improved first before the other parts.

Specific Comments and Recommendations
The paper repeatedly uses language suggesting an effect or strong influence of technology integration on academic performance, but the design is only descriptive-correlational, and the result already showed no significant relationship. Because of this, some parts of the manuscript become overstated, especially in the Introduction, Methods, Results and Discussion, and Conclusion. The paper should be more careful and consistent in saying that it only examined the extent of technology integration, the level of student performance, the correlation between the two, and differences across teacher profiles. Also, the discussion sometimes gives causal explanations that are not fully supported by the data, like saying technology may have facilitated higher achievement even if the correlation was not significant. I suggest the authors revise the framing of the problem, objectives, and interpretations so that all parts of the paper match the actual statistical evidence. If this is clarified, the paper will become much stronger, more credible, and easier for readers to follow.

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Please indicate your recommendation by checking the appropriate box below.

	Decision
	Accept the manuscript for publication.
/	Reconsider the manuscript after the authors have satisfactorily addressed and complied with the reviewers' comments and recommendations.
	Reject the manuscript, as it is not suitable for publication.

Reviewer 2

General Comments and Recommendations
The manuscript tackles a very relevant and timely issue regarding the digitalization efforts in basic education, specifically in the teaching of Araling Panlipunan. The paper is generally a good read and provides a clear picture of the local context in the Division of Camiguin.

Specific Comments and Recommendations
The methodology states that your respondents include 42 teachers and 1,353 students. However, in your Pearson Correlation (Table 4), the degrees of freedom (df) is indicated as 39. This statistically implies that the sample size used for the computation is only 41. It is very unclear how the teacher data was paired with the student data. Did you average the grades of all students under one specific teacher and correlate that single average to the teacher's technology integration score? This is a major methodological detail that is completely missing in the Data Collection and Scoring section. Kindly clarify this in the text.
The study also utilized the standard DepEd grading scale to measure student performance.The data in Table 3 shows that around 71% of the 1,353 students are clustered at the "Very Satisfactory" and "Outstanding" levels , with an average grade of 87.25. As researchers in the Philippine context, we know that DepEd grades can be highly subjective and prone to grade inflation. Because almost all students have very high grades, there is a statistical restriction of range. When there is little variance in your variables, it is mathematically difficult to establish a significant correlation. You need to acknowledge this as a major limitation rather than treating the DepEd grades as an absolute measure of cognitive achievement.
The paper also concludes that there is a critical gap and that the mere presence or integration of technology does not automatically translate to higher student achievement.This interpretation is quite stretched. The findings actually show that teachers have a "High Extent" of technology integration (M=3.58) AND the students have a "Very Satisfactory" average grade of 87.25. Just because the Pearson r is low (r=0.266) does not mean technology has no effect. It simply means that since both the tech integration scores and the student grades are already at the very top, they couldn't co-vary much further. Please rewrite the discussion to reflect this as claiming technology doesn't translate to achievement contradicts your own descriptive data showing high levels in both.
Finally, please check your table sequencing. You have two tables labeled as "Table 4" in the manuscript. One is for the Pearson Correlation and the immediately following table for the Kruskal-Wallis Test is also labeled Table 4.

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	Reject the manuscript, as it is not suitable for publication.

SECOND ROUND

Decision	**Editor**	**Reviewer 1**	**Reviewer 2**
Accept the manuscript for publication.	/	/	/
Reconsider the manuscript after the authors have satisfactorily addressed and complied with the reviewers' comments and recommendations.			
Reject the manuscript, as it is not suitable for publication.			