

### Review Form 3

Journal Name:	<a href="#">Asian Journal of Language, Literature and Culture Studies</a>
Manuscript Number:	Ms_AJL2C_129933
Title of the Manuscript:	21ST CENTURY TEACHING, DIGITAL READINESS, AND MOTIVATION OF TEACHING OF FILIPINO SUBJECT IN THE NEW NORMAL: AN EXPLANATORY SEQUENTIAL DESIGN
Type of the Article	

#### **PART 1: Comments**

	Reviewer's comment	Author's Feedback <i>(Please correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
<b>Please write a few sentences regarding the importance of this manuscript for the scientific community. A minimum of 3-4 sentences may be required for this part.</b>		
<b>Is the title of the article suitable? (If not please suggest an alternative title)</b>		
<b>Is the abstract of the article comprehensive? Do you suggest the addition (or deletion) of some points in this section? Please write your suggestions here.</b>		
<b>Is the manuscript scientifically, correct? Please write here.</b>		
<b>Are the references sufficient and recent? If you have suggestions of additional references, please mention them in the review form.</b>		

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<p><b>Is the language/English quality of the article suitable for scholarly communications?</b></p>		
<p><b>Optional/General</b> comments</p>	<p style="text-align: center;"><b>Reviewer evaluation of the article</b></p> <p><b>About the authors' research</b>          The aim of the study is well-defined, focusing on the relationship between 21st-century teaching skills, digital readiness, and motivation among senior high school teachers.          The use of an explanatory sequential mixed-method design ensures both quantitative and qualitative insights, strengthening the validity of findings.          With 400 participants, the study has strong quantitative backing, making statistical analyses robust.          The study addresses a critical issue in education, especially in the context of increasing digital integration in teaching.</p> <p><b>Critique and Suggestions for Improvement</b>          The study mentions "stratified random sampling" for quantitative data but "purposive sampling" for qualitative data. While these techniques are appropriate in their respective contexts, the lack of clarity in participant selection for mixed-method integration may raise questions about representativeness.          Suggestions: provide more details about how stratified groups were determined and how purposive sampling participants were selected to ensure alignment between quantitative and qualitative data.          The study does not specify how the questionnaires were developed or validated. There is no mention of pilot testing or reliability measures such as Cronbach's alpha.          Suggestions: include information about the development, reliability, and validity of the instruments used.          The results emphasize the "high" level of variables and their "significant relationships" without discussing potential limitations, outliers, or contradictory findings.          Suggestions: discuss limitations such as biases in self-reported data, variability in digital readiness across subgroups, or regional disparities.          The study does not contextualize its findings within broader educational or cultural frameworks of Region 12.          Suggestions: relate findings to specific challenges or opportunities in Region 12's educational system to enhance practical implications.          The qualitative portion is underexplored, with limited discussion of the themes identified through interviews and focus groups.          Suggestions: provide a richer narrative on qualitative findings, supported by direct quotes from participants to give depth to the analysis.          The study concludes that the variables significantly impact motivation but does not account for external factors that could influence motivation, such as socioeconomic conditions or institutional support.          Suggestions: acknowledge external variables and their potential influence on the results to avoid overgeneralization.          While statistical results are presented (e.g., F-value, R-value), their implications are not fully explored.          Suggestions: explain how the statistical findings translate into practical strategies for improving teacher motivation.</p> <p><b>Recommendations:</b>          Incorporate a discussion on how varying levels of access to digital tools may affect teacher motivation and readiness.          Suggest how findings can inform regional or national policies in teacher training and resource allocation.          Highlight gaps, such as the need for longitudinal studies to observe changes over time or comparative studies across regions.</p>	

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**PART 2:**

	<b>Reviewer's comment</b>	<b>Author's comment</b> <i>(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
<b>Are there ethical issues in this manuscript?</b>	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

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