**Editor’s Comment:**

the manuscript cannot be published in its currents form.

1. There is no consecutive section numbering.
2. While the introduction outlines the broader global and regional context of AI in education, it needs clearer articulation of *what specifically* has not been done in prior Nigerian or geo-spatial education technology research. Highlight more explicitly how this study is novel (e.g., “first to use GWR for AI adoption in Nigeria”).
3. The manuscript references both the Diffusion of Innovation (DoI) and TOE frameworks, but does not clearly show how each construct translates into survey design or spatial analysis. Consider mapping variables directly to framework dimensions (e.g., “Institutional Policy” = Organizational, “Teacher Preparedness” = Human/Environmental) and reflect this in both the conceptual diagram and data analysis sections.
4. The rationale for using GIS and spatial techniques (e.g., Hot Spot Analysis, Moran’s I, GWR) needs clearer justification early in the methods section. Describe *why* these methods are suitable beyond general mapping—for instance, how GWR adds local variation insights beyond global regression.
5. The data presentation is rich but somewhat fragmented. Ensure that quantitative, spatial, and comparative findings are tightly aligned with the research questions. Include visuals (e.g., maps, graphs) within the results section, or indicate where they are placed, to help readers follow the spatial narrative. Also, clarify variable labels in tables for clarity.
6. The limitations section is brief.
7. The manuscript would benefit from tighter editing. There are issues with spacing (e.g., “Tornatzky& Fleischer”), inconsistent formatting of headings, and overly dense sentences in places. Consider revising for readability and professional tone, especially in abstract and conclusions.
8. The sample size calculation using Yamane’s formula is noted, but the rationale for its appropriateness should be explained. Also clarify how institutional diversity (e.g., tertiary vs. secondary) was maintained within the sample, and whether sample size per LGA was balanced.

**Editor’s Details:**

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