

# International Journal of Learning, Teaching and Educational Research

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## International Journal of Learning, Teaching and Educational Research

The International Journal of Learning, Teaching and Educational Research is an open-access journal which has been established for the dissemination of state-of-the-art knowledge in the field of education, learning and teaching. IJLTER welcomes research articles from academics, educators, teachers, trainers and other practitioners on all aspects of education to publish high quality peer-reviewed papers. Papers for publication in the International Journal of Learning, Teaching and Educational Research are selected through precise peer-review to ensure quality, originality, appropriateness, significance and readability. Authors are solicited to contribute to this journal by submitting articles that illustrate research results, projects, original surveys and case studies that describe significant advances in the fields of education, training, e-learning, etc. Authors are invited to submit papers to this journal through the ONLINE submission system. Submissions must be original and should not have been published previously or be under consideration for publication while being evaluated by IJLTER.

IJLTER is indexed by Scopus and is a Q2 Journal. The CiteScore is 2.3.

### Announcements

#### CALL FOR PAPERS FOR NOVEMBER 2025

Final Submission Date: 31st August 2025

Acceptance Notification Date: 30th September 2025

Deadline to submit camera-ready paper: 15th October 2025

Online Publication in November 2025 issue: 30th November 2025

IJLTER is indexed in Scopus (2018 - 2025) and is a Q2 journal. <https://www.scopus.com/sourceid/21100897703#tabs=0>

The publication fees are as follows: <http://www.ijlter.org/index.php/ijlter/about/submissions#authorFees>

This journal provides immediate open access to its content on the principle that making research freely available to the public supports a greater global exchange of knowledge.

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*Posted: 2025-08-06*

#### KEYWORDS

[COVID-19](#) [COVID-19 pandemic](#) [ChatGPT](#)  
[academic achievement](#) [academic performance](#) [artificial intelligence](#)  
[assessment](#) [challenges](#) [e-learning](#)  
[education](#) [higher education](#) [inclusive education](#)  
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## International Journal of Learning, Teaching and Educational Research

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Source type: Journal

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CiteScore CiteScore rank & trend Scopus content coverage

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CiteScoreTracker 2025

$$2.4 = \frac{2,764 \text{ Citations to date}}{1,154 \text{ Documents to date}}$$

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# [IJLTER] Article Review Request

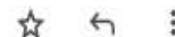
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IJLTER .ORG [ijlter.org@gmail.com](mailto:ijlter.org@gmail.com) via [ijhss.net](http://ijhss.net)

to me

Oct 6, 2024, 11:47 AM (13 days ago)



Mr Tri Wintolo Apoko:

I believe that you would serve as an excellent reviewer of the manuscript, "Exploring Teachers' Technological Pedagogical Content Knowledge in Utilising Artificial Intelligence (AI) for Teaching," which has been submitted to International Journal of Learning, Teaching and Educational Research. The submission's abstract is inserted below, and I hope that you will consider undertaking this important task for us.

Please log into the journal web site by 2024-10-12 to indicate whether you will undertake the review or not, as well as to access the submission and to record your review and recommendation.

The review itself is due 2024-10-19.

Submission URL:

<https://ijlter.org/index.php/ijlter/reviewer/submission/74972?key=xzMt8tPi>

Thank you for considering this request.

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[ijlter.org@gmail.com](mailto:ijlter.org@gmail.com)



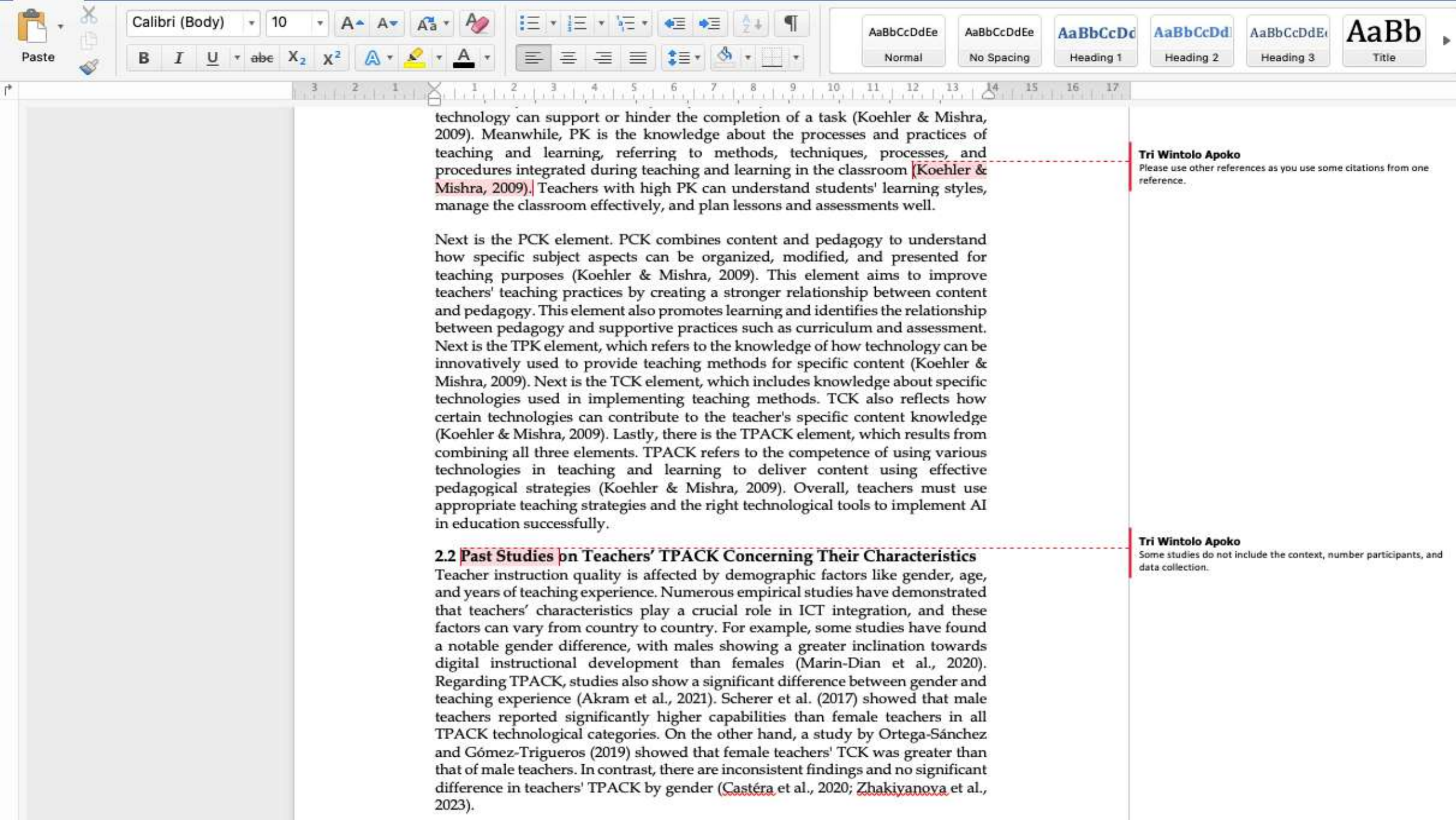
## Exploring Teachers' Technological Pedagogical Content Knowledge in Utilising Artificial Intelligence (AI) for Teaching

**Abstract.** Technological Pedagogical Content Knowledge (TPACK) is a theory that describes the knowledge and skills required by a teacher to integrate technology into their teaching. This study aimed to identify the level of TPACK among primary school teachers regarding applying AI technology for teaching. This study employed a quantitative research approach using a survey design. Data was collected through structured questionnaires from 105 in-service primary school teachers in Semporna, Sabah. Demographic information about the participants was presented in frequency and percentage. Independence sample T-test and one-way ANOVA test were also used for data analysis. The results showed that teachers' TPACK in applying AI technology for teaching was high. The independence T-test uncovered no significant difference between teachers' TPACK with respect to their gender. However, one-way ANOVA shows a significant difference between teachers' TPACK with respect to their age in content, pedagogical, and pedagogical content knowledge. Meanwhile, technological, technological content, technological pedagogical, and TPACK, do not show significant variations with age.

**Keywords:** Technological Pedagogical Content Knowledge; Generative AI; Primary school teachers

### 1. Introduction

Generative Artificial Intelligence (GenAI) such as ChatGPT, MidJourney, Bard, Dalle-E, and Bing Chat are often used in various fields, especially education. GenAI is an Artificial Intelligence (AI) system that can generate new content, such as written text, images, and videos, using various machine-learning algorithms (Mishra et al., 2023; Abunaseer, 2023). AI has the potential to address significant challenges in education, enhance innovative teaching and learning practices, and ultimately accelerate progress towards Sustainable Development Goal 4 (SDG 4) (UNESCO, 2022). Fundamentally, AI technology has changed how teaching and





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## #11509 Review

### Submission To Be Reviewed

Title Exploring Teachers' Technological Pedagogical Content Knowledge in Utilising Artificial Intelligence (AI) for Teaching  
Journal Section Articles  
Abstract Technological Pedagogical Content Knowledge (TPACK) is a theory that describes the knowledge and skills required by a teacher to integrate technology into their teaching. This study aimed to identify the level of TPACK among primary school teachers regarding applying AI technology for teaching. This study employed a quantitative research approach using a survey design. Data was collected through structured questionnaires from 105 in-service primary school teachers in Semporna, Sabah. Demographic information about the participants was presented in frequency and percentage. Independence sample T-test and one-way ANOVA test were also used for data analysis. The results showed that teachers' TPACK in applying AI technology for teaching was high. The independence T-test uncovered no significant difference between teachers' TPACK with respect to their gender. However, one-way ANOVA shows a significant difference between teachers' TPACK with respect to their age in content, pedagogical, and pedagogical content knowledge. Meanwhile, technological, technological content, technological pedagogical, and TPACK, do not show significant variations with age.

Submission Editor IJLTER .ORG   
Submission Metadata [VIEW METADATA](#)

### Review Schedule

Editor's Request	2024-10-05
Your Response	2024-10-19
Review Submitted	2024-10-19
Review Due	2024-10-19


#### KEYWORDS

[COVID-19](#) [COVID-19 pandemic](#) [STEM academic achievement](#) [academic performance](#) [assessment challenges](#) [e-learning](#) [education](#) [higher education](#) [inclusive education](#) [learning mathematics](#) [motivation](#) [online learning](#) [pre-service teachers](#) [professional development](#) [self-efficacy](#) [teacher education](#) [teachers](#) [teaching and learning](#)

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## Review Steps

1. Notify the submission's editor as to whether you will undertake the review.  
Response    Accepted
2. If you are going to do the review, consult Reviewer Guidelines below.
3. Click on file names to download and review (on screen or by printing) the files associated with this submission.  
Submission Manuscript                      [11509-35716-2-RV.DOCX](#)    2024-09-09  
Supplementary File(s)                        None
4. Click on icon to fill in the review form.  
Review Form 
5. In addition, you can upload files for the editor and/or author to consult.  
Uploaded files                                      [11509-36743-1-RV.DOCX](#) 2024-10-19
6. Select a recommendation and submit the review to complete the process. You must enter a review or upload a file before selecting a recommendation.  
Recommendation                                **Revisions Required**    2024-10-19

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## Reviewer Guidelines

The International Journal of Learning, Teaching and Educational Research values the role of reviewers in the peer-review process that enables us to publish high-quality materials in a timely way.

Reviewers are expected to accept for review only articles in which they have sufficient expertise. Any conflict of interest must be reported to the Chief Editor.

Reviewers should submit their reviews using the online form provided on the portal. They are expected to provide a clear recommendation and justifications for their recommendation for either acceptance or rejection of an article.

Reviewers should appreciate that they are a privileged group of persons who are having first-hand access to unpublished work and they should therefore maintain the confidentiality of all such works to which they are given access.

Reviewers must analyse the methodology and results and discuss whether these could be repeated.

Reviewers must identify gaps that could or should be addressed in order to provide better understanding of the results.

Reviewers should provide comments on how the article can be enhanced in terms of focus, style and length.

Reviewers must check whether the references are relevant, recent and in the proper format.

Reviewers must comment on the overall originality of the work and its contribution to the field.

Reviewers will be expected to re-review articles which are submitted again after substantial improvements.

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## Review Form Response

### Research Articles Review Form

Paper length: \*

- ☐ Too short  
☐ Quite short  
☒ Ok  
☐ Quite long  
☐ Too long

Originality: \*

- ☐ Nil  
☐ Acceptable  
☒ Good  
☐ Very innovative

Paper presentation:

- ☐ Must improve significantly  
☒ Must improve slightly  
☐ Ok

Scope of paper: \*

- ☐ Not relevant to IJLTER  
☒ Relevant to IJLTER  
☐ Highly relevant

Related work: \*

- ☐ Nil  
☐ Very poor  
☐ Poor  
☒ Acceptable  
☐ Excellent

Recommended by reviewer: \*

KEYWORDS

COVID-19 COVID-19 pandemic STEM  
academic achievement academic  
performance assessment challenges  
e-learning education higher  
education inclusive education  
learning mathematics motivation  
online learning pre-service  
teachers professional development  
self-efficacy teacher education  
teachers teaching and learning

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Related work: \*

- ☐ Nil
- ☐ Very poor
- ☐ Poor
- ☒ Acceptable
- ☐ Excellent

Reviewer's expertise: \*

- ☐ Nil
- ☐ Very low
- ☐ Low
- ☐ Knowledgeable
- ☐ High
- ☒ Very high
- ☐ Expert

Language: \*

Overall the language use in this manuscript has been quite good, understandable and acceptable.

References: \*

Having complete information/identity for the references such as DOI or websites

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc. \*

Regarding the results and discussion, it has fulfilled the research questions. In literature review, some studies should include the context, number of participants and data

Decision: \*

- ☐ Decline submission
- ☐ Resubmit for review
- ☐ Accept if significant modifications are carried out
- ☒ Accept if minor modifications are carried out
- ☐ Accept without modifications

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\* Denotes required field