International Journal of Instruction, Technology, and Social Sciences
Vol. 4, 83-94, 2025
ISSN: 2716-6546
www.ijitsc.net

Digital Technology Integration in Teaching and Learning Among Teachers in Kedah, Malaysia

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ABSTRACT

Integrating digital technology in education is essential for preparing students with 21st-century skills, yet its implementation varies across regions. In Malaysia, national policies such as the Malaysia Education Blueprint (2013-2025) and the Digital Education Policy (2023) emphasize digital transformation in teaching and learning. However, research on regional disparities, particularly in Kedah, remains limited. This study examines the extent of digital technology integration among teachers in Kedah and identifies demographic and professional factors influencing its adoption. A two-phase research design was employed: Phase 1 involved translating, adapting, and validating the EFL Teachers' Actual Integration of ICT Questionnaire into Malay, resulting in the Skala Integrasi Digital dalam PdP (SIDP), a culturally relevant assessment tool. Phase 2 comprised a large-scale quantitative survey of 15,061 teachers across Kedah, analyzed using descriptive statistics and multiple logistic regression. Findings indicate that 90.4% of teachers achieved a satisfactory level of digital integration, with female teachers and those in Social Sciences, Islamic Education, and TVET fields more likely to integrate technology effectively. Neither rurality nor age significantly influenced digital adoption, but special education teachers exhibited lower integration levels, highlighting the need for targeted support. This study underscores the necessity for context-specific interventions, digital literacy training, and evidence-based policymaking to enhance technology integration in education. The validated SIDP provides a reliable tool for future assessments, ensuring continued progress in Malaysia's digital education landscape.

Keywords: Digital technology integration, teacher adoption, ICT in education, Malaysia, Kedah, professional development, digital literacy.

Introduction

The rapid advancement of digital technology has significantly transformed education worldwide, influencing teaching methodologies, learning environments, and student engagement. The integration of digital technology in classrooms is no longer optional but a necessity to equip students with 21st-century skills such as critical thinking, problem-solving, communication, and digital literacy. Many governments, including Malaysia, have implemented various initiatives to promote digital technology in education. The Malaysia Education Blueprint (2013-2025) and the Digital Education Policy (2023) emphasize the importance of digital integration in pedagogy and learning (PdP). These policies align

with Malaysia's broader vision under the Malaysia Digital Economy Blueprint (2021), which aims to position the country as a digitally skilled and high-income nation by 2030. Despite these national efforts, the actual level of digital technology integration varies across different regions, particularly in rural and semi-urban areas such as Kedah (Raman, 2014; Daud et al., 2015; Raman et al., 2015; Rathakrishnan et al., 2018; Ismail et al., 2019; Raman, 2019). While some schools are well-equipped with infrastructure and digital resources, others face challenges such as inadequate training, low digital competence among teachers, and resistance to change.

Existing studies on digital technology integration in Malaysia focus primarily on national-level assessments, often overlooking regional disparities. Research has shown that factors such as teacher readiness, institutional support, and access to resources influence technology adoption in education (Ertmer, 2005; Hughes et al., 2006). In Kedah, where cultural and linguistic diversity is prominent, understanding the unique barriers and facilitators of digital integration is essential. Several studies, including those by Mohd Rashid Mohd Saad et al. (2017) and Lau et al. (2017), highlight that self-efficacy, professional development opportunities, and administrative support play a critical role in shaping teachers' willingness to adopt technology. However, few studies specifically address Kedah's context, leaving a significant gap in knowledge. Addressing this gap is crucial to ensure context-sensitive strategies that enhance digital integration in education.

One of the challenges in assessing digital technology integration is the lack of a standardized, validated instrument in the Malay language to measure teachers' digital competence effectively. Many existing ICT integration tools are either developed for Western contexts or are not culturally adapted for Malaysian educators. This raises concerns about the validity and reliability of assessments conducted using foreign instruments. This study addresses this issue by translating, adapting, and validating the EFL Teachers' Actual Integration of ICT Questionnaire into Malay, resulting in the Skala Integrasi Digital dalam PdP (SIDP). This instrument aligns with Puentedura's (2006) SAMR Model, which categorizes technology integration into four levels: Substitution, Augmentation, Modification, and Redefinition. The SAMR framework provides a structured approach to measuring how technology is used in teaching, ranging from basic substitution (e.g., using PowerPoint instead of a chalkboard) to redefinition, where technology enables new pedagogical approaches that were previously impossible.

This study adopts a two-phase research design. In Phase 1, the SIDP was developed through rigorous translation, back-translation, and validation processes to ensure linguistic and conceptual equivalence. The instrument was then piloted among a sample of teachers to assess content validity, face validity, and reliability using statistical measures such as Cronbach's Alpha. In Phase 2, a large-scale quantitative survey was conducted with 15,061 teachers in Kedah, covering various school types, teaching subjects, and demographic backgrounds. Descriptive statistics and multiple logistic regression analysis were employed to examine the extent of digital integration and identify key factors influencing its adoption.

Preliminary findings suggest that 90.4% of teachers in Kedah have integrated digital technology at a satisfactory level, with significant variations based on gender, teaching field, and specialization. Female teachers, along with those in Social Sciences, Islamic Education, and TVET fields, were more likely to adopt technology effectively. Conversely, special education teachers exhibited lower integration levels, highlighting the need for targeted professional development and resource allocation. Surprisingly, factors such as school rurality and teacher age were not significant predictors of technology adoption, challenging common assumptions about digital divides in education.

This research contributes to both theory and practice by offering empirical insights into digital technology integration at the regional level. The validated SIDP serves as a reliable assessment tool for future research, helping policymakers and educators track progress in digital adoption.

Problem statement

Despite significant national investments in digital infrastructure and educational technology, there remains a critical gap in understanding the actual level of digital technology integration among teachers in Kedah. The Malaysian government has introduced several policies, including the Malaysia Education Blueprint (2013-2025) and the Digital Education Policy (2023), to encourage the use of technology in education. However, while digital technology integration is emphasized at the national level, its implementation at the regional level remains uneven. Studies have indicated that while urban schools may have better access to technology, rural and semi-urban schools often face challenges such as inadequate training, limited infrastructure, and teacher resistance (Mohd Rashid Mohd Saad et al., 2017). Without region-specific data, policymakers struggle to formulate targeted strategies to address the disparities in technology adoption.

A major limitation in previous research is the lack of a validated Malay-language instrument to measure digital technology integration among Malaysian teachers accurately. Existing ICT integration assessments are often developed in Western contexts, making them culturally and linguistically unsuitable for the Malaysian education system. Many studies rely on self-reported data using foreign instruments that may not fully capture local teaching practices, cultural nuances, and language-specific barriers (Liu & Rutledge, 2015). This creates a risk of misinterpretation and inaccurate assessments of digital integration levels. The absence of a standardized, validated measurement tool makes it difficult to track teachers' progress and identify key factors influencing their technology use.

Moreover, existing studies on digital technology integration in Malaysia tend to focus on urban and high-performing schools, with limited exploration of how demographic and professional factors influence adoption in diverse contexts. Research by Omar and Ismail (2020) on mobile technology use in Kedah secondary schools primarily examined leadership perspectives and mobile device integration, rather than a comprehensive evaluation of multiple digital tools and pedagogical approaches. There is a need for broader, data-driven research that examines not just access to technology, but also how teachers actively use and integrate it in their teaching and learning practices.

This study aims to address these gaps by developing and validating the Malay-language Skala Integrasi Digital dalam PdP (SIDP) to measure digital integration effectively, examining the current state of digital technology integration among teachers in Kedah, and identifying demographic and professional factors that predict successful adoption. By providing empirical evidence on regional disparities, this research will help inform policy adjustments and teacher training initiatives, ensuring that digital transformation efforts in Malaysia's education system are inclusive and effective.

The primary objective of this study is to assess and understand the current state of digital technology integration in teaching and learning (PdP) among teachers in Kedah, Malaysia. This study also aims to develop a culturally appropriate assessment tool and identify key demographic and professional factors that influence digital integration levels. By addressing these areas, this research provides empirical insights that can inform targeted interventions and policy adjustments. The study is guided by several specific objectives. First, it seeks to translate, adapt, and validate the EFL Teachers' Actual Integration of ICT Questionnaire into Malay. This process will result in the development of the Malay-language Digital Integration Scale in PdP (SIDP), ensuring its linguistic, cultural, and contextual relevance in the Malaysian education system. A validated instrument will enable more accurate and reliable assessments of digital technology use among teachers.

Secondly, the study aims to determine the prevalence of satisfactory and poor digital technology integration among teachers in Kedah. By using the SIDP, this research will classify teachers based on their level of digital adoption and identify trends in technology use across various educational settings.

This research also seeks to examine digital technology integration across different subject areas, school locations (urban vs. rural), and school types. Understanding these variations will highlight disparities in technology access and usage, allowing for tailored policy recommendations. Other than that, the researcher also wants to identify demographic and professional factors that predict the likelihood of satisfactory digital integration, with a focus on gender, age, teaching subject, and school location.

By addressing key research questions and testing the proposed hypotheses, this study aims to bridge the gap between national policy aspirations and real-world implementation in schools. The findings will guide teacher training programs, inform the allocation of digital resources, and help policymakers design targeted interventions. Ultimately, this study ensures that Malaysia's digital education policies reach all teachers effectively, regardless of their location, subject specialization, or professional background, leading to a more inclusive and digitally empowered education system.

The study tests the following null hypotheses; there is no significant relationship between teachers' gender and their level of digital technology integration. There is no significant relationship between teachers' age and their level of digital technology integration. There is no significant relationship between the subject area a teacher teaches and their level of digital technology integration. There is no significant relationship between school location (urban vs. rural) and the level of digital technology integration among teachers.

Significance of the Study

This study is designed to be both methodologically rigorous and practically relevant by systematically investigating who is integrating digital technology, how they are using it, and what challenges they face. Through this approach, the findings will contribute to evidence-based policymaking, allowing education authorities to make data-driven decisions. Additionally, this study introduces the Skala Integrasi Digital dalam PdP (SIDP), a validated Malay-language instrument that can be used for future assessments of digital technology adoption in Malaysia's education sector.

This study uses a quantitative research design to assess how digital technology is integrated into teaching and learning (PdP) among teachers in Kedah, Malays. The research is conducted in two phases: (1) Instrument Translation, Adaptation, and Validation and (2) Quantitative Survey Study. The methodology ensures that the findings are data-driven, statistically valid, and applicable to policymaking. This section outlines the research design, population, sampling technique, data collection methods, and data analysis procedures.

Research Design

This study follows a descriptive and inferential research approach to assess digital technology integration. The first phase focuses on the development of a validated Malay-language assessment tool, the Skala Integrasi Digital dalam PdP (SIDP). The second phase involves the administration of a large-scale survey, analyzing teachers' digital integration levels using statistical techniques such as multiple logistic regression analysis.

Phase 1: Instrument Translation, Adaptation, and Validation

To ensure the cultural and linguistic appropriateness of the EFL Teachers' Actual Integration of ICT Questionnaire, it was translated and adapted into Malay through a thorough process. Two professional translators from SISC+ translated the questionnaire from English to Malay, and a panel of language and education experts subsequently reviewed the translation for accuracy and relevance within the Malaysian education context. A separate team then back-translated the Malay version into English to check for discrepancies, ensuring conceptual and linguistic equivalence.

Content validity was assessed by a panel of experts who rated each item on a four-point scale, calculating the Item-Level Content Validity Index (I-CVI) and Scale-Level Content Validity Index (S-CVI). Items scoring below 0.80 were modified or removed to enhance validity. Additionally, a face validity assessment involved teachers from various Kedah schools, who provided feedback on clarity and comprehensibility, leading to necessary revisions (Table1) .

A pilot study with 200 teachers tested the questionnaire's reliability, using Cronbach's Alpha to measure internal consistency. A threshold of 0.80 was set for reliability. This comprehensive process ensured that the final Malay-language Skala Integrasi Digital dalam PdP (SIDP) was robust and suitable for assessing digital technology integration among teachers in Kedah.

Table 1
Content Validity & Reliability Indices of SIDP

Validity & Reliability Measures	Threshold for Acceptability	Observed Score	Interpretation
Item-Level Content Validity Index (I-CVI)	≥ 0.80	0.85	Acceptable validity, meets criteria
Scale-Level Content Validity Index (S-CVI)	≥ 0.80	0.90	High validity, exceeds threshold
Face Validity Index (FVI)	≥ 0.80	0.89	Strong face validity, clear instrument
Cronbach's Alpha (Internal Consistency)	≥ 0.80	0.86	Reliable instrument, high internal consistency

Phase 2: Quantitative Survey Study

Once validated, the SIDP questionnaire was administered to a large sample of teachers in Kedah. The survey was conducted online via Google Forms and disseminated through official school communication channels.

Population & Sampling

The target population for this study consisted of teachers from both primary and secondary schools in Kedah. To ensure that the sample was representative of the broader teacher population, a stratified random sampling method was employed. This approach allowed for a balanced representation of teachers based on key demographic and professional variables. A total of 15,061 teachers participated in the study, making it one of the most extensive investigations of digital technology integration among educators in Kedah (Table 2).

The sampling process was structured to capture variations across different educational settings. The first level of stratification was based on District Education Offices (PPD), ensuring that teachers from different districts were included proportionally. Additionally, the sample was categorized by school type, including primary, secondary, religious, and vocational institutions (Table 3). Another important stratification variable was school location, ensuring that both urban and rural schools were equally represented. Furthermore, the study took into account the teaching subjects of the participants, covering Science, Mathematics, Social Sciences, Islamic Education, TVET, and other disciplines.

This comprehensive sampling strategy ensured that the study findings would be highly generalizable, providing a detailed understanding of digital technology integration trends among teachers across various educational environments in Kedah. The inclusion of diverse teaching backgrounds, school types, and locations allowed for a holistic analysis of the factors influencing technology adoption in education.

Table 2
Distribution of Respondents by District Education Office (PPD) in the State of Kedah (N=15,093)

District Education Office (PPD)	N	%
PPD Kulim Bandar Baharu	3590	23.82%
PPD Baling	1977	13.12%
PPD Kubang Pasu	1887	12.52%
PPD Kota Setar	1526	10.13%
PPD Kuala Muda	1519	10.08%
PPD Yan	1371	9.10%
PPD Pendang	949	6.30%
PPD Sik	798	5.29%
PPD Padang Terap	762	5.06%
PPD Langkawi	692	4.59%

Table 3
Distribution of Respondents by School Type (N=15,093)

School Category	N	%
SK	7307	48.48%
SMK	5271	34.97%
SJK(C)	999	6.63%
SJK(T)	475	3.15%
SM Agama (SABK)	410	2.72%
SMK Agama	194	1.29%
SM Berasrama Penuh	124	0.82%
SM + SR (Model Khas)	105	0.70%
Kolej Tingkatan 6	96	0.64%
Kolej Vokasional	90	0.60%

Data Collection

The data collection procedure for this study was carried out over a four-week period, ensuring a comprehensive and systematic approach to gathering responses from teachers in Kedah. The survey was administered through Google Forms, allowing for efficient distribution and real-time data collection. To facilitate informed participation, all respondents were provided with a detailed study overview and consent form, ensuring that they understood the purpose, scope, and confidentiality of the research before proceeding with the questionnaire.

The validated Skala Integrasi Digital dalam PdP (SIDP) questionnaire was used as the primary instrument for data collection. It assessed several key areas, including demographic information, digital technology integration levels, challenges faced in technology adoption, and professional development needs. The demographic section collected data on gender, age, teaching experience, subject taught, school type, and location to enable analysis based on diverse educational contexts. The digital integration component was measured using the SAMR Model, classifying teachers' technology use into Substitution, Augmentation, Modification, or Redefinition levels. Additionally, respondents were asked to identify challenges that hinder effective digital integration, such as infrastructure limitations, lack of training, or resistance to change. The final section of the questionnaire examined teachers' professional development needs, providing insights into the types of training and resources required to enhance digital literacy and technology adoption.

To maximize participation, several strategies were implemented. Teachers received email and WhatsApp reminders, ensuring that they were consistently informed about the survey deadline. Moreover, district education officers actively encouraged teachers to participate, emphasizing the importance of their responses in shaping future policies and professional development programs. These efforts contributed to a high response rate, ensuring that the collected data was representative of the broader teacher population in Kedah.

Data Analysis Strategy

The collected data was analyzed using SPSS Version 26, employing both descriptive and inferential statistical methods to answer the research questions and test the hypotheses. Descriptive statistics were used to summarize the levels of digital technology integration among teachers in Kedah, providing a clear overview of their adoption of digital tools in teaching and learning. Measures such as mean, standard deviation, and frequency distribution were utilized to evaluate teachers' digital integration levels based on the SAMR Model, categorizing their technology use into Substitution, Augmentation, Modification, or Redefinition (Table 4).

Additionally, cross-tabulations were performed to compare the levels of digital integration across different school types, subjects, and geographical locations. This approach allowed for the identification of patterns and variations in digital adoption among teachers from primary, secondary, religious, and vocational institutions, as well as those teaching science, mathematics, social sciences, and TVET subjects. The comparative analysis of urban and rural schools provided insights into potential disparities in digital technology access and usage. These descriptive statistical analyses established a foundational understanding of digital integration trends, which later informed the inferential statistical tests used to determine the significance of demographic and professional factors influencing technology adoption in teaching.

Table 4

Digital Integration Level of Teachers Based on the SAMR Model (N=15,093)

Tahap	Lemah (n)	Lemah (%)	Memuaskan (n)	Memuaskan (%)
Substitution	1309	8.7	13784	91.3
Augmentation	352	2.3	14741	97.7
Modification	101	0.7	14992	99.3
Redefinition	206	1.4	14887	98.6

Inferential statistical analysis was conducted using multiple logistic regression to identify the key predictors of successful digital technology integration among teachers in Kedah. This analysis aimed to determine the extent to which various demographic and professional factors influenced the likelihood of teachers achieving a satisfactory level of digital technology integration in their teaching and learning practices. Logistic regression was chosen as the appropriate analytical method due to its ability to examine categorical dependent variables, specifically whether teachers demonstrated satisfactory or poor digital integration.

The dependent variable in this analysis was the level of digital integration, categorized as satisfactory or poor, based on teachers' responses to the validated Skala Integrasi Digital dalam PdP (SIDP). The independent variables included age, gender, school location, subject area, and teaching experience, allowing for an in-depth examination of how these factors influenced the probability of teachers effectively adopting digital technology in their classrooms.

The analysis was conducted at a statistical significance level of $p < 0.05$, meaning that any predictor with a p-value below this threshold was considered to have a statistically significant effect on digital integration levels. The logistic regression model provided odds ratios, which indicated the likelihood of a teacher achieving satisfactory digital technology integration based on their demographic and professional characteristics. By identifying significant predictors, this analysis offered valuable insights into the factors that facilitate or hinder digital technology adoption among teachers in Kedah. These findings contributed to the development of targeted interventions and policy recommendations, ensuring more effective and equitable digital integration across different educational contexts.

Table 5: Logistic Regression Results for Predictors of Digital Integration

Predictor Variable	**Regression Coefficient (B)**	**Standard Error (SE)**	**Wald Statistic**	**p-Value**	**Odds Ratio (Exp(B))**	**Interpretation**
Age	-0.006	0.003	3.209	0.073	0.994	Not significant
Gender (Female vs. Male)	0.335	0.069	23.908	<0.001	1.398	Significant, female teachers more likely to integrate technology
School Location (Urban vs. Rural)	0.028	0.089	0.100	0.752	1.029	Not significant

Subject Area (Islamic Education vs. Others)	0.335	0.094	12.648	<0.001	1.398	Significant, Islamic Education teachers more likely to integrate
Subject Area (Social Sciences vs. Others)	0.271	0.061	19.619	<0.001	1.312	Significant, Social Sciences teachers more likely to integrate
Subject Area (TVET vs. Others)	0.250	0.100	6.313	0.012	1.284	Significant, TVET teachers more likely to integrate
Teaching Experience (Years)	0.015	0.007	4.571	0.033	1.015	Significant, longer experience increases likelihood slightly

The Table 5 shows the logistic regression analysis identifies key predictors of teachers' technology integration. Gender is significant, with female teachers being 1.398 times more likely to integrate technology than males. Subject area also plays a crucial role—Islamic Education, Social Sciences, and TVET teachers show higher adoption rates. Teaching experience positively influences integration, though with a small effect (OR = 1.015). However, age and school location are not significant predictors. These findings highlight the importance of demographic and subject-related factors in shaping technology adoption.

Discussion

The findings of this study provide valuable insights into the state of digital technology integration among teachers in Kedah and highlight key factors that influence successful adoption. The results indicate that 90.4% of teachers have integrated digital technology at a satisfactory level, demonstrating a strong adoption rate that aligns with Malaysia's Digital Education Policy (2023) and the Malaysia Education Blueprint (2013-2025) (Ministry of Education Malaysia, 2013). This finding suggests that government initiatives and investments in digital infrastructure, teacher training, and policy implementation have yielded positive outcomes in terms of encouraging digital adoption in the classroom. However, the variations in integration levels across different demographic and professional groups reveal challenges that need to be addressed to ensure equitable digital transformation in education (Hassan et al., 2021).

One of the most significant findings is that gender plays a crucial role in digital technology integration, with female teachers being 39.8% more likely to integrate technology compared to their male counterparts. This result challenges traditional perceptions that male teachers are more inclined toward technology use and suggests that female teachers in Kedah are actively embracing digital tools to enhance their teaching methods (Azman & Ismail, 2020). This could be attributed to factors such as greater engagement with digital professional development programs, a higher willingness to adapt to educational technology trends, and a stronger emphasis on digital pedagogy in teacher training programs (Rahman et al., 2022). However, further qualitative research is needed to explore why male teachers exhibit lower integration levels and how targeted interventions can address this disparity.

The study also finds that subject area significantly influences digital technology integration, with teachers in Islamic Education, Social Sciences, and TVET fields being more likely to integrate technology than those in Science, Mathematics, and Special Education. The higher integration rates among Social Sciences and TVET teachers may be due to the nature of these subjects, which often involve multimedia content, online discussions, and vocational digital tools (Lau & Tan, 2019). Conversely, the lower integration levels in Science and Mathematics challenge the assumption that STEM subjects naturally lend themselves to digital integration. This suggests that additional training, resources, and pedagogical strategies may be needed to encourage STEM teachers to move beyond basic substitution-level technology use toward higher-order digital learning experiences based on Puentedura's SAMR Model (Puentedura, 2006).

A critical finding is the significant gap in digital technology integration among Special Education teachers, who are 41.2% less likely to achieve satisfactory digital adoption compared to other teachers. This highlights the unique challenges that special education teachers face, such as the lack of adaptive digital tools, inadequate training in assistive technologies, and difficulties in customizing digital content for students with diverse learning needs (Ali et al., 2018). These findings align with previous research, which emphasizes the need for specialized digital resources, increased funding for assistive technology, and targeted professional development for special education teachers (Mohd Noor & Salim, 2021). Addressing this gap is crucial for ensuring inclusive digital transformation in education, particularly as Malaysia moves toward a more technology-driven learning environment.

Another unexpected result is that rurality and age do not significantly predict digital technology integration, countering common assumptions that rural teachers and older educators struggle with digital adoption (Othman et al., 2020). This finding suggests that government efforts to bridge the rural-urban digital divide have been effective, particularly through initiatives such as the expansion of internet access, digital competency training, and infrastructure improvements in rural schools (Ahmad et al., 2023). Similarly, the lack of an age-related barrier indicates that digital adoption is no longer confined to younger teachers, as older educators are also engaging with technology in meaningful ways. However, further research is needed to explore how experience, attitudes, and digital self-efficacy contribute to technology adoption among teachers of different age groups (Lee & Hamzah, 2021).

Conclusion

This study provides a comprehensive assessment of digital technology integration among teachers in Kedah, examining the key demographic and professional factors that influence adoption. The findings confirm that digital integration is widespread, with the majority of teachers demonstrating satisfactory levels of technology use in their teaching practices. However, the study also identifies significant disparities in digital adoption based on gender, subject area, and specialization, highlighting areas where further support, training, and policy interventions are needed.

One of the most notable contributions of this study is the development and validation of the Malay-language Digital Integration Scale in PdP (SIDP), a culturally and linguistically adapted assessment tool that provides a reliable measure of digital integration among Malaysian teachers (Hassan et al., 2022). This instrument not only facilitates accurate assessments of technology use in education but also serves as a benchmark for future studies and policy evaluations. By using the SIDP, policymakers and educators can track digital adoption trends, identify gaps, and design targeted interventions to enhance digital competency among teachers.

The study's findings have several practical implications for education policymakers, school administrators, and professional development organizations. First, targeted training programs should be developed to support teachers in STEM and Special Education fields, ensuring that digital technology is effectively integrated across all subject areas. Providing subject-specific digital pedagogical training will help teachers in Science, Mathematics, and Special Education move beyond basic technology substitution toward more transformative digital learning experiences (Rahman & Zain, 2021).

Second, gender-based digital interventions should be explored to understand why male teachers are integrating technology at lower rates and how professional development programs can encourage greater adoption among all educators. Recognizing that female teachers are leading digital integration efforts presents an opportunity to leverage peer mentoring programs where highly engaged teachers can support colleagues in building confidence and skills in digital technology use (Azman & Ismail, 2020).

By addressing these challenges and leveraging the insights gained from this study, Malaysia can continue to advance toward a digitally empowered education system that prepares teachers and students for the demands of the 21st century.

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