

Teachers' Preferences and Willingness to Integrate Digital Technologies (DT) in the Classroom

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Abstract: *The use of digital technology (DT) has become increasingly popular in teaching and learning. E-learning, also known as electronic learning, refers to the process of acquiring knowledge through electronic media and digital technologies. This includes the use of the internet, audio and video conferencing, bulletin boards, and chat rooms to facilitate learning. The term "online learning" applies to the type of e-learning that occurs exclusively over the internet, while "computer-based learning" refers to learning that is conducted using computers. Online learning has revolutionized the way people learn, making education more accessible, flexible, and convenient. In Valley International School, teachers prefer and are willing to integrate digital technology into the classroom. To support this notion, data were collected from 10 teachers via interviews using simple random probability sampling. The study found that the use of digital technology in classrooms is highly preferred and embraced by teachers in Valley International School as a means of delivering lessons effectively.*

Keywords: Digital Technology (DT), technology integration, technology-based learning, teacher's acceptance, teacher's preference

1. Introduction

In today's fast-moving world, digital technologies have become an essential part of our daily lives. These progressive electronic tools, systems, and devices process vast amounts of data, facilitating communication, entertainment, and education. From social media platforms and online games to educational software, multimedia, mobile devices, and various applications, digital technology has transformed how we interact with the world around us. Its rapid progression has significantly impacted various aspects of our lives, including education, where it has changed how we see, learn, perceive, and access information.

In recent years, educators have recognized numerous advantages of incorporating technology into the classroom. An increasing number of teachers understand the benefits of this integration, such as the advantages over traditional teaching methods and new opportunities to improve student learning (Hartman et al., 2019). The use of digital technology in the classroom has transformed how teachers teach, and students learn, allowing for more personalized and interactive learning experiences. Teachers can now create engaging lessons catering to diverse learners' needs while enhancing academic performance. An effective learning environment is crucial for education's growth and students' development. Thus, schools and educators must understand the impact of technology on education and how it can enhance the learning experience. With the growing demand for digital technology, it is important to explore teachers'

willingness and preferences toward technology integration in the classroom. Educators should fully comprehend the influence digital technology has on education to create an anticipatory and inclusive learning environment, maximizing students' learning experiences.

In the present era, digital technology has become an indispensable tool for education. Despite its widespread adoption, many teachers remain hesitant to fully utilize it, often preferring the traditional "Chalk-and-Talk" method of delivering lessons. Several research studies have investigated the effectiveness of technology-based learning in the classroom, showing that incorporating technology into lesson delivery benefits students. However, studies conducted by Olika (2019) reveal that while most schools possess digital technology, few actively use it. This reluctance may be attributed to the vast selection of available technology and a lack of proper training in its effective use. Since not every teacher is open to change, it may be more challenging for educators to instruct the younger generation if they do not recognize shifts in learning preferences (Hartman et al., 2019). Educators accustomed to traditional teaching methods may need additional support when transitioning to a student-centered approach. This situation highlights the importance of examining teachers' willingness and inclination to use digital technologies in the classroom. Therefore, this study aims to thoroughly investigate teachers' attitudes and preferences regarding the integration of digital technologies in education. The findings will contribute to the existing knowledge on technology integration and provide recommendations for policymakers, school administrators, and teachers on how to best utilize technology to enhance teaching and learning outcomes.

Research Objectives

The objective of the research is to explore teachers' preference for integrating digital technologies in the classroom and also to explore teachers' willingness to use digital technologies for teaching and learning.

2. Literature Review

2.1 Review of Literature: Digital technology integration in teaching and learning

Digital technology has fundamentally transformed our lives, including education, where its use in teaching and learning has significantly increased. Thanks to rapid advancements in the internet and technology, educators now have access to a wide range of digital tools and resources that enhance their teaching and engage students in innovative ways. Integrating digital technology into the classroom offers benefits such as increased access to educational resources, improved collaboration, and a focus on student-centered learning. Rodrigues (2020) notes that the extent of digital technology integration depends on how it is incorporated into teaching pedagogy, content, and the organization of the learning process.

Exploring digital technology integration in teaching and learning is a complex endeavor that draws from various educational contributions. Hero (2019) provided valuable insights linking technology with teaching effectiveness. Numerous studies have highlighted the positive impact of integrating digital technology in education. This integration allows teachers to create innovative teaching materials and interactive lesson-delivery methods. Incorporating digital technology into teaching practices enhances teachers' performance. Both Hero (2019) and Rodrigues (2020) emphasize the importance of this integration, with findings showing that teachers recognize the potential of technology to enrich the teaching and learning process. Additionally, Rodrigues's study indicates that incorporating digital technology allows teachers to monitor student progress both inside and outside the classroom at their own pace, benefiting both educators and students.

Students also reap significant benefits from digital technology integration in education. This integration fosters critical thinking skills by presenting real-world problems that stimulate curiosity (Merta, 2023). Merta's study shows that students can complete more complex tasks within a set timeframe with fewer errors, indicating that technology enhances their critical thinking. Beyond critical thinking, technology can be integrated into various subjects for activities like online assessments and digital storytelling, providing students with meaningful learning experiences that foster cognitive and collaborative skills (Merta, 2023). In summary, past studies have deepened our understanding of digital technology integration in classrooms, identifying its positive outcomes and establishing a foundation for teaching practices that align with current educational trends and prepare Generation Z for global technological advancements.

Technology tools usage in classrooms

Many schools are emphasizing the integration of digital technology into their curricula and teaching practices. Teachers recognize the benefits of using technology in the classroom, as previous research shows advantages for both teachers and students. School organizers and policymakers are ensuring that teachers incorporate technology, but this relies on the availability, accessibility, and condition of technological tools in schools. Alakrash and Abdul Razak (2021) highlight that the Fourth Industrial Revolution (4IR) is driven by digital technology, which is essential for enhancing learning experiences and aligning with learner-centered approaches. Teachers should explore and utilize these technology tools to maximize learning outcomes.

In Saini and Al-Mamri's (2019) study, over 95% of students found technology tools very helpful, suggesting that computer-based editorial technology could eventually become a required component of the curriculum. This inquiry addresses how educators and students utilized technology tools during the 2017/2018 academic year, providing insights for future researchers. The study suggests that teachers in Oman should encourage student participation in activities using specialized technology tools. Furthermore, Alakrash and Abdul Razak (2021) reported that 90% of teachers in selected Arab International Schools in Malaysia are using technology tools in their pedagogy. These studies yield similar findings, indicating a trend toward technology integration.

The study also offers a comprehensive understanding of the use of technology tools in schools, highlighting specific implications and recommendations for future researchers. Furthermore, the use of technology tools in the classroom promotes a personalized learning approach. Two crucial dimensions of personalized learning are student-centered teaching methods and students' voices and choices. These dimensions are the focus of the study conducted by Schmid et al. (2022), which investigates how digital technology is used in schools with a school-wide approach to personalized learning. The study notes that a common connection between these dimensions is that both students and teachers frequently use technology tools in a personalized manner, compared to traditional learning methods. Overall, all three studies concluded that very few teachers believe that using technology tools in classrooms has negative effects. It has become routine for teachers to implement digital technology in today's educational setting. Therefore, teachers generally agree that using technology tools in the classroom benefits both educators and students while enhancing the overall learning experience.

Effectiveness of using technology-supported learning.

Technology-supported learning is effective in improving both student outcomes and educational quality. Educators and institutions must understand how technology influences

education and how to leverage it to enhance student learning. As the demand for digital technology rises, it is crucial to examine teachers' preferences and willingness to incorporate technology into their classrooms to assess the success of its integration.

Teachers are actively integrating digital technology into their classrooms and seeking ways to enhance their teaching methods through digital-supported learning. They recognize the effectiveness of digital tools in education. By creating interactive and engaging learning experiences, teachers can increase students' learning effectiveness. Liburd and Hen-Yi Jen (2021) states that "technology is at the heart of the educational system, effectively facilitating learning objectives and content". Many past studies have reported positive outcomes from classroom technology integration, benefiting both students and teachers. Major et al. (2021) provides initial evidence that individualized technology can yield advantages regardless of teacher involvement. Their findings align with Liburd and Hen-Yi Jen (2021), who found that computer-aided instruction is more effective than traditional methods alone. As a result, classrooms become more engaging when students can utilize digital technology in their learning.

Students are generally more technologically savvy, so teachers must also learn to use technology effectively to capture their attention. This doesn't mean that teachers need to rely entirely on technology but integrating it into lessons can lead to more dynamic learning experiences. Students view learning with technology as more compelling than traditional methods (Liburd & Hen-Yi Jen, 2021). Major et al. (2021) further concluded that technology-supported learning significantly benefits students compared to traditional instruction without technology integration. In summary, many educators will only integrate technology into their practices if they see significant impacts and improvements in student learning.

2.2 Challenges faced in implementing digital technology in school.

While integrating technology has proven beneficial for both teachers and students, it also presents challenges that have been identified as research gaps in previous studies. Moses (2022) lists several challenges faced by teachers in integrating digital technology in schools, particularly in East Region Namibia, where educators struggle to incorporate technology across subjects, leaving students behind in their technological education. Similar challenges have been reported globally. One internal challenge is that many educators are hesitant to adopt innovations in their teaching (Saini & Al-Mamri, 2019). Moses (2022) supports this by noting that effective technology integration requires teachers to possess both fundamental knowledge of the tools and the ability to conduct thorough research to ensure proficiency.

Numerous studies highlight that teachers hesitate to integrate technology due to a lack of training and resources. As technology continually evolves, in-service training is essential for teachers to keep up with new tools, enabling both career advancement and effective teaching (Moses, 2022; Hero, 2019). Moses argues that "teachers must be trained to integrate technology into their lessons, and the Ministry of Education must commit to providing professional development on the use of digital technology tools." Educators are not resistant to integration; rather, they face challenges in doing so. These challenges extend beyond internal factors to broader discussions about the complexities of integrating technology, emphasizing the need for comprehensive approaches that consider both pedagogical and technical aspects (Olika, 2019). Moses (2022) notes that some schools still use outdated computers, hindering their ability to support modern updates and software. A lack of technical expertise among staff often leaves computer labs unused (Moses, 2022). Thus, hiring technical specialists to address these issues is crucial for creating engaging and interactive learning environments.

Teachers must expand their knowledge in both content and technological skills, as digital technology integration has become essential in curricula worldwide. Technical challenges and the need for ongoing professional development are significant barriers to successful technology integration, highlighting research gaps for future studies. These observations provide valuable insights for researchers, educators, and stakeholders seeking to overcome obstacles and fully realize the potential of integrating digital technologies in education as we advance in the digital era.

3. Methodology

Academic research can be a complex process and having a well-defined research methodology is crucial. The systematic process of collecting and logically analyzing data for a specific purpose is known as research methodology (Olika, 2019). It provides a structured framework for conducting research, ensuring that the resulting data is reliable and accurate.

Research Design

In this study, the research design was carefully selected to ensure that the results obtained were meaningful and relevant. To begin with, the archival research strategy was adopted. This approach involved reviewing past studies to gather information and insights. It allowed the researchers to build on existing knowledge and identify gaps in the literature. Secondly, a qualitative research design was selected. This approach is beneficial when exploring complex phenomena or understanding people's experiences, beliefs, and attitudes. With the use of qualitative methodology, the study's primary goal was to understand the subjective opinions of its participants (Moses et al., 2022). Hence, this study enabled the researchers to gain a deep understanding of teachers' preferences and willingness to integrate digital technology in classrooms. Finally, the unit of analysis for this study was individual teachers. By focusing on individuals, the researchers could capture each teacher's unique perspectives and experiences.

Variables of study

The independent variable of this study is digital technology integration practices whereas the dependent variables are teachers' preference in integrating digital technology in classrooms and teachers' willingness to integrate digital technology in classrooms.

Location of Study

Valley International School, located in Kuala Lumpur, was chosen as the venue for conducting semi-structured interviews to collect data for this research. The interviews were conducted in person, providing a more personal and direct approach to data collection.

Sample of Study

Interviews were conducted with ten teachers from Valley International School to determine their preferences and willingness to integrate digital technology into the classroom. This study used a purposive sampling technique, with ten teachers participating in the semi-structured interviews. A semi-structured interview is a qualitative research technique in which the interviewer is allowed to explore specific themes or responses while simultaneously asking a pre-planned set of open-ended questions. The researcher had access to a complete list of all the teachers employed by the institution. Using probability sampling, a simple random sample was drawn from the available population, ensuring that each teacher had an equal chance of being selected. This sampling approach is fair and unbiased, accurately representing the entire teaching population at Valley International School.

Data Gathering Procedures

A semi-structured interview approach was utilized to collect valuable data from ten teachers at Valley International School. The questions were thoughtfully crafted and provided in physical form so that the participants could review and consider each question during the interview. The interviews took place in person on the school premises and lasted between 4 to 11 minutes. Participants were chosen at random, and no coercion was used during the interview process, allowing them to feel comfortable and open while providing honest and insightful feedback. The results of the interviews helped explore the levels of preference and acceptance regarding the integration of digital technology in the classroom. To better understand the teachers' viewpoints and experiences, each interview session was recorded and transcribed for future analysis. This method was designed to collect useful data and identify any trends or recurring themes. To ensure neutrality, questions were not provided in advance, allowing the teachers to respond authentically during the session. The qualitative data from the interviews were analyzed by reviewing the transcripts and using relevant codes to identify patterns and categories. Thematic analysis, which systematically organizes and examines large, complex data sets, was employed to gain a deeper understanding of the data.

Instrument of Study

Questions were extracted from three journals to facilitate data collection and converted into 15 interview questions focusing on teachers' preferences and willingness to integrate DT tools in the classroom. The questions were carefully extracted from previous literature and studies done by (Major, 2020), (Alakrash, 2021) and (Saini, 2019). The questions that were directly related to the teacher's willingness and preference were selected for inclusion in the interview. These questions were chosen to provide a more comprehensive understanding of the teacher's acceptance and preference for incorporating DT in teaching and learning. While the selected questions were deemed appropriate for the study, some modifications were necessary to ensure they aligned with the specific objectives of the research. These alterations were made to ensure that the questions were tailored to the criteria and requirements of the interview process, thereby increasing the validity of the data collected.

A semi-structured interview method was used to facilitate interviewees in answering the questions, as the selected questions are more open-ended. This conversion did not affect the validity of the questions. Interviews were chosen as the main instrument of this study because they allow teachers to understand and respond to open-ended questions effectively, providing in-depth information about the research topic from individuals within the target population. This approach contributes to exploring teachers' preferences and willingness to utilize DT in classrooms.

Data Analysis

In this study, the researcher employed a thematic analysis approach to analyze the data acquired via interviews. Thematic analysis is adaptable and can find, explain, and analyze patterns (themes) in a data set in detail (Dawadi, 2020). This strategy enables the researcher to examine the transcripts and uncover recurring themes, ideas, and topics. The results of this analysis will be presented, interpreted, and discussed, providing a clear and detailed understanding of the data and its underlying trends. This approach allows the researcher to gain a deeper understanding of the research question and provide a comprehensive analysis of the data collected.

4. Results

The integration of digital technologies is not just a matter of preference but is deemed vital, signifying the researchers' belief in the transformative and enriching effects that digital tools can have on both teaching practices and student learning experiences. This concluding statement emphasizes not only the desirability of integrating technology but also highlights the positive influence on education, suggesting that the researchers perceive DT not merely as advantageous aids but as transformative elements with the potential to bring improvements in academics.

Socio-demographic Information

Ten respondents were selected to participate in the interview session, all of whom were working at Valley International School under the Cambridge Curriculum framework (IGCSE). The teachers were chosen based on two criteria. First, an equal number of teachers from both primary and secondary levels were selected to ensure balance, with a total of seven respondents from each level. Second, respondents were chosen based on their subject expertise. At VIS, subjects are divided into two categories: Scholastic Subjects, which include core and non-core subjects, and Non-Scholastic Subjects. Scholastic subjects are exam-based and assessed according to specific requirements, such as examinations and assessments, which are recorded on the report card. In contrast, non-scholastic subjects are not exam-based, although overall performance grades are included on the report card. Thus, three subjects have been chosen and listed for each subject category.

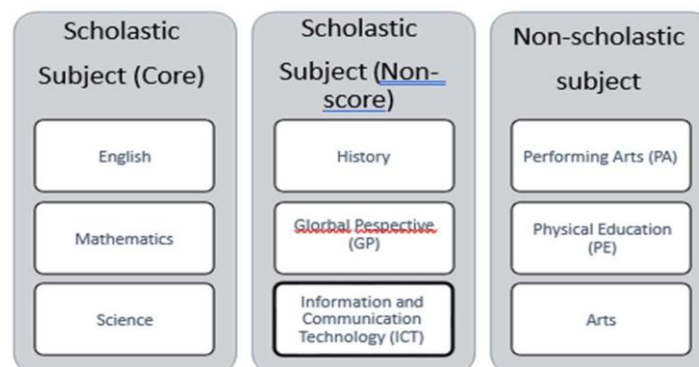


Figure 1: Selection of respondents based on subjects

These criteria were applied during the respondent selection process to ensure equality and variation in the use of DT in the classroom. However, certain criteria were not defined in selecting the respondents in this study, such as age group, race, gender, and teaching experiences.

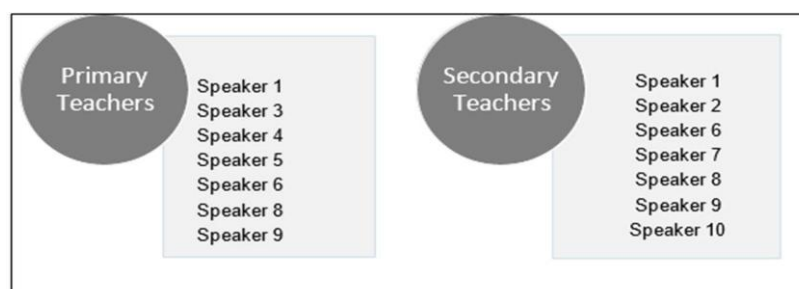


Figure 2: Selection of respondents based on teaching level.

Figure 2 shows the respondents of this study have been equally selected for the interview session. Both diagrams are designed as an outline to show the variety and choices of the respondent selection for better interpretation.

Research Findings

Based on the findings of the data analysis, 100% of the interviewed teachers expressed a favorable attitude toward incorporating digital tools in their classrooms. Teachers are willing, prefer, and have been incorporating various digital tools into their teaching and learning practices, such as projectors, online educational resources, and stylus pens. The study also found that teachers who have implemented digital technologies in their classrooms have seen positive outcomes, including increased student engagement and comprehension, as well as improved learning results. These findings suggest that integrating digital technologies into teaching practices has the potential to significantly enhance educational quality and effectiveness. The results have been organized into three main themes to facilitate data analysis. These themes are derived from the respondents' answers to the interview questions and are classified into three primary themes, each followed by relevant sub-themes.

Thematic Analysis Map

The thematic analysis map has been instrumental in providing a comprehensive understanding of how the sub-themes relate to the main theme, thus aiding the interpretation of the data. After conducting the analysis, a final thematic analysis map was designed.

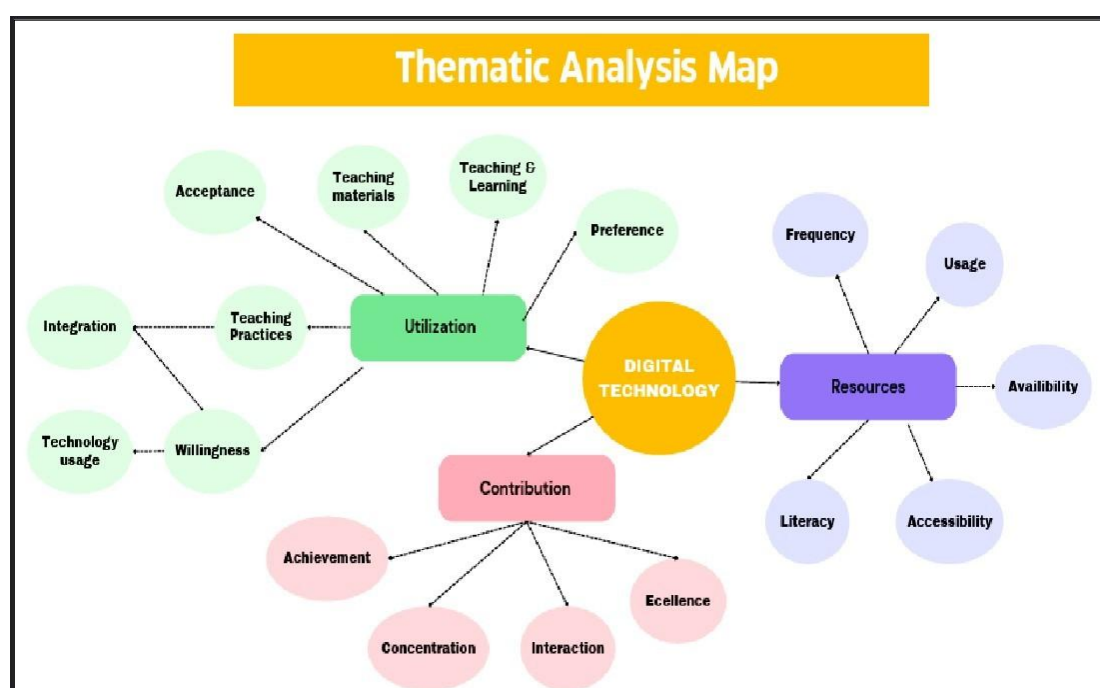


Figure 3: Thematic Analysis Mapping

Figure 3 effectively summarizes the qualitative findings from the data set and presents a visual representation of the major theme and sub-themes.

Theme 1: Digital Technology Utilization

The results of this study indicate that teachers at Valley International School are willing to use technology in the classroom and integrate teaching resources into their pedagogies. They prefer utilizing digital technology in their teaching and learning practices to search for materials that facilitate instruction. Teachers are going beyond traditional textbooks to find resources online.

Since the school does not provide any external paid resource accounts aside from the official Cambridge website, teachers are using specific sites as references for their lessons, such as Twinkl, a paid resource for which they are willing to pay. Although hands-on and practical items are provided to students for assigned tasks, teachers find references from the internet to enhance their teaching practices. Teachers' preferences for utilizing technology in their instruction vary; some expressed a strong preference for using technology, while others suggested it should be used moderately. They believe there is a need to strike a balance between traditional and technology-integrated methods. Providing a combination of technology-based and book-oriented activities can help students learn more effectively. Consequently, students will continue to need books and will not believe they can learn without them.

Theme 2: Digital Technology Resources

When searching for teaching resources, the first thought for teachers is often the internet. All ten interviewed teachers at VIS use the internet in the classroom to find resources for teaching and learning. They prefer accessing online resources for reference, as this allows them to deliver comprehensive lessons and expand students' knowledge beyond the limited content found in textbooks. Additionally, providing online resources helps teachers tailor lessons according to their proficiency. Online resources can enhance teachers' instruction by giving students access to a variety of engaging and easily understandable content. Furthermore, teachers can modify their lessons to meet the unique needs of each student, as textbooks often present generalized ideas and activities that do not cater to diverse learning abilities. Thus, online resources are valuable for teachers seeking additional materials for classroom activities. The availability of resources plays a crucial role in the integration of digital technology. Past studies by Moses (2022) have shown that a lack of technological resources in schools limits teachers' ability to integrate technology into their lessons. At Valley International School, all classrooms are equipped with basic technology, such as projectors, speakers, computers, and stylus pens. Eight out of ten teachers incorporate digital technology tools in their classrooms based on their willingness. Most teachers are self-taught in using certain technologies, while others learn from colleagues, university lecturers, or through research and training conducted via webinars. Although no official training for technology integration has been provided by the school, teachers have taken the initiative to learn how to utilize digital tools independently. Thus, teachers in this digital era should be versatile and limit the use of traditional methods in the classroom.

Theme 3: Digital Technology Contribution

In addition to providing effective and interactive learning experiences, digital technology contributes to students' learning attributes. The findings of this study reveal that integrating technology in the classroom enhances students' academic performance and achievement. Modern technological tools used in education can lead to higher grades, but relying solely on digital technology is insufficient; students still require guidance and support from their teachers. Similarly, teachers must ensure that learning meets the individual needs of students rather than adopting a one-size-fits-all approach to lesson objectives.

Technology-integrated lessons consistently spark students' interest and curiosity. Students prefer differentiated learning, which contrasts with traditional teaching methods. Utilizing digital technology in the classroom helps students understand lessons better by engaging them more effectively. Incorporating audio-visual aids into lessons allows students to learn more effectively. To capture their interest, integrating digital technology into teaching practices is the best solution for enhancing students' focus and interaction with their peers. All ten participants supported the notion that using technological tools leads to better concentration

and collaboration among students. Students demonstrate enthusiasm for classroom learning, which facilitates discussion and interaction with their peers.

In conclusion, teachers agree that incorporating digital technology into lessons improves students' performance, engagement, interaction, and concentration. Overall, they believe that DT positively influences and contributes to students' learning attributes. Consequently, teachers are utilizing technology tools in the classroom to increase student concentration, fostering discussions about ideas and perspectives on various subjects. This enhances students' learning by helping them achieve better grades and overall academic excellence. Ultimately, this reflects on the teachers' instructional methods and approaches used to deliver lessons. Digital technology does not replace a teacher's role; rather, it serves as a valuable tool to support the teaching and learning process.

5. Discussions

Ten teachers from Valley International School participated in this study. The findings indicate that digital technology integration in the classroom significantly influences teachers' preferences and willingness to utilize digital technology. Additionally, the results confirm that VIS teachers are concerned about their student's learning experiences and actively work to improve lessons by incorporating technology. The preference and willingness of teachers to integrate digital technology have a considerable impact on students' excellence and participation in class. Overall, integrating digital technology tools into teaching practices has the potential to significantly improve the quality and effectiveness of education in the long run.

Digital technology integration

A consistent response emerged when teachers were asked about their preferences and willingness to integrate digital technology in the classroom. Seven out of ten teachers reported that they frequently use digital technology in their teaching practices, while three teachers indicated that they utilize DT whenever necessary. Furthermore, when asked if they use digital technology to search for teaching resources, teachers consistently provided positive responses. They actively seek online materials and references for classroom use, agreeing that incorporating digital technology helps students excel, engage, and concentrate in class. These findings align with previous studies conducted by Liburd and Hen-Yi Jen (2021) and Alakrash and Abdul Razak (2021), which highlighted the positive impact of digital integration on both students and teachers.

Most teachers responded similarly to questions regarding the contribution of digital technology, recognizing its influence on student engagement and performance. Teachers are embracing DT in the classroom, as these technologies enable students to concentrate and interact by expressing their ideas and viewpoints, leading to better academic outcomes. Additionally, teachers allow students to use digital technology, facilitating exploration, expression of concepts, and deeper understanding of subjects. Each classroom at Valley International School is equipped with basic technological tools, such as projectors, speakers, computers, and internet access. In addition to computer laboratories, several well-maintained monitors are available in the robotics lab for student use. With technology readily accessible, teachers find it easy to incorporate digital technologies in the classroom. In summary, teachers recognize the impact of digital technology and the benefits students gain from its integration into lessons.

Teacher's preference

Teachers responded positively regarding their preference for integrating digital technology in the classroom. All ten teachers expressed a desire to use digital technologies to align with current trends in education. They prefer utilizing technology in teaching and learning rather than relying solely on textbooks to meet learning objectives. Teachers are confident that technology encourages students to engage more deeply with the subject matter. Primarily, they use technology to search for teaching resources, such as notes and worksheets, to provide additional learning materials to students.

Conversely, teachers also utilize textbooks and activity books to balance technology-integrated learning with traditional methods. This approach aims to enhance students' learning experiences by blending technology with conventional learning, as students still need to study through traditional means, especially for public examinations. Teachers who advocate for digital technology integration understand that technology serves as a supplement that adds value to their teaching rather than replacing traditional methods.

Teacher's willingness

The findings of the study have clearly shown that teachers favor and are willing to integrate digital technologies in the classrooms. The frequent use of DT in their teaching and learning practices has stated that most of the teachers are incorporating digital technology daily, either for personal or educational use. Teachers mostly use technology tools in their teaching pedagogy based on their willingness and to a lesser extent, the requirements of the syllabus, depending on the subjects. Teachers responded that they are accepting and willing to integrate resources obtained from digital technology into their teaching practices as it allows students to experience a different learning method. Through this, it will be easy for the teachers to convey ideas and instructions. In previous research studies, it has been stated that digital technology plays a significant role in enhancing the degree of individualization and interactivity in learning as stated in the study of Schmid et al. (2022). It is also believed to be a good tool for audio-visual learners as students can visualize and understand the concepts of the lessons. Furthermore, students remember better when they see things than reading directly from a book. Teachers at VIS possess strong digital literacy and prior knowledge of various digital technologies and software. According to interview responses, they often learn about the technologies they wish to integrate independently. Additionally, teachers enhance their skills through Continuous Professional Development (CPD) courses, webinars organized by external organizations, university education, and collaboration with colleagues and mentors. Thus, it is evident that teachers are motivated to integrate digital technologies in the classroom, encouraging them to stay updated on digital literacy and global trends in education. In conclusion, the results demonstrate that teachers not only prefer but are also willing to integrate digital technology into their classrooms, recognizing its significant influence on students' excellence and participation, as well as its role in providing diverse learning perspectives and experiences. Long-term improvements in educational effectiveness and quality can be anticipated through the incorporation of digital technology tools into instructional strategies.

6. Conclusion

The foundation for a successful and impactful educational experience that prepares students for the challenges of the modern era can be established by fostering a collective commitment to technology integration in classrooms. This study has demonstrated that technology is a part of the pedagogy at Valley International School, and teachers agree that technological integration enhances students' learning abilities and experiences while providing opportunities

for educators to diversify their teaching methods. Moving forward, teachers should receive proper training on how to handle digital technology tools in the classroom to support ongoing technology integration curricula. Furthermore, the involvement of all stakeholders is vital to ensure the success of teaching and learning through digital technology.

The study highlights the importance of ongoing professional development to ensure educators are well-equipped to navigate and leverage the wide array of digital tools available. It emphasizes the positive impact of digital technology on teaching and learning and articulates the need for collaborative engagement among all stakeholders. The results will be beneficial for the community, especially for the management and organization of VIS, to integrate more Continuous Professional Development (CPD) opportunities for teachers, including in-house and central board training as in the National Education Policies 2020 by Central Board of Secondary Education (CBSE), workshops, webinars, and more. Integrating technology into whole-class instruction can enhance student engagement; simple technological integrations such as PowerPoint presentations, educational games, online homework assignments, or online grading systems, can significantly impact students' development. Therefore, teachers must be adaptable to the changes occurring in the education system, as they are responsible for facilitating student learning in schools. In summary, the research indicates that teachers not only display willingness but also a preference for incorporating digital technology into their classrooms, recognizing its potential to deliver insightful and meaningful learning experiences for students.

Recommendation for Future Research

This comprehensive study aims to provide a detailed examination of the current state of technology integration in classrooms. However, it should be expanded to gain a complete understanding of the challenges educators face in adapting to and effectively utilizing digital tools. To achieve this goal, future studies should go beyond mere observation and delve into the factors that impact technology integration in schools. Additionally, the research should examine how educators are trained to use digital tools and identify areas for improvement.

Promoting and cultivating the habit of integrating digital technology tools in classrooms is an essential and ongoing process that contributes to the education community. Therefore, future researchers should focus on expanding this study. Suggestions for future research include widening the scope to include more variables beyond teachers' willingness and preferences for integrating and utilizing digital technologies in classrooms. Additionally, the sample size of this study should be increased to enhance its significance; a minimum sample size of 50 to 150 respondents should be considered. Lastly, the study's location should be broadened; rather than focusing on a single school in a particular district or state, the research should encompass a wider area by selecting multiple schools, ideally at least five to make the study more substantial.

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