



English Language Secondary School Teacher Beliefs and Readiness about Technological Integration in Education in Mauritius

Kobita Kumari Jugnauth 

1. Edgewood University, Madison, Wisconsin

Abstract: This study was undertaken in the context of digitalization of education in Mauritius. In 2024, the Mauritian government announced the Digital Strategy 2030 to digitalize various sectors. The Digital Transformation 2024-2029 Blueprint includes initiatives such as introducing Digital Learning Platforms (DLPs) and artificial intelligence (AI) enabled tools in education. However, there are several challenges, one of which is teacher beliefs and readiness. The purpose of this paper is to explore the beliefs and readiness of secondary school teachers of English language about the proposed measures. The study also fills an existing gap within literature, about beliefs and attitudes towards technological integration in education in small island states like Mauritius. The study uses a mixed methods questionnaire, administered to 15 teachers. The findings reveal that despite strong content and pedagogical knowledge, teachers lack confidence in integrating technology. There is a complex interplay between positive dispositions towards digital innovation and underlying concerns related to pedagogical competence, infrastructural limitations, and professional identity. Despite acknowledging the potential of technological integration, many teachers expressed uncertainty regarding their ability to effectively integrate such technologies into existing pedagogical practices. The study also highlights tensions between policy expectations and classroom realities. By situating teacher beliefs within the Technology Acceptance Model (TAM) theory and the framework of Technological Pedagogical Content Knowledge (TPACK), this paper contributes to ongoing debates on digital readiness in education and offers contextually grounded insights for policymakers and teacher education programmes. The study recommends enhanced infrastructure, digital literacy training for teachers and clear AI related guidelines.

Keywords: Teacher Readiness, Digital Integration, AI in education, TPACK, Mauritius

INTRODUCTION

The rapid integration of digital technologies into education has significantly reshaped pedagogical practices and redefined the role of teachers in contemporary classrooms. Across global contexts, education systems are increasingly incorporating digital learning platforms and artificial intelligence (AI)-driven tools to enhance teaching and learning processes. Recent studies highlight that AI is becoming a transformative force in education, influencing not only instructional practices but also teacher roles and learner engagement (Sharmin et al., 2026; Kizilcec, 2024). Within this evolving landscape, teachers are positioned as key agents of change whose beliefs and readiness critically influence the success of technology integration initiatives. Research has shown that teachers' acceptance of AI and digital tools is shaped by their beliefs, confidence, and prior experiences (Zhang et al., 2023). In Mauritius, the *Digital Transformation 2025-2029 Blueprint* outlines a strategic vision aimed at integrating digital technologies across all sectors, including education. While such policy

initiatives signal a strong commitment to modernization, their effectiveness depends largely on how teachers interpret, adopt, and implement these reforms in practice. Previous research has consistently highlighted that teacher beliefs play a central role in shaping instructional decisions, particularly in relation to the use of technology in classrooms (Borg, 2003). Despite increasing scholarly attention to digital transformation in education, there remains limited qualitative research examining teachers' perspectives in small island developing states. This study addresses this gap by exploring the beliefs and readiness of secondary school English teachers in Mauritius.

This study is guided by the following research questions:

1. How do secondary school English teachers perceive digital transformation initiatives?
2. What beliefs shape their readiness to integrate digital technologies?
3. What factors influence their implementation practices?

LITERATURE REVIEW

Teacher Beliefs in Language Education

Teacher beliefs have long been recognised as a critical factor influencing classroom practices. As noted in the literature, beliefs shape how teachers interpret curricular reforms, adopt new methodologies, and respond to innovations in teaching. In language education, teacher cognition plays a particularly significant role due to the complex and dynamic nature of language learning environments. Language teachers' beliefs guide teachers to adopt their teaching strategies in order to cope with perceived challenges, and in the process, they shape language learners' learning environment, their motivation and their language ability (Gilakjani & Sabouri, 2017). The second level headings should be in Times New Roman 10-point and boldface. The heading should be single-spaced and flush left. Use a period (".") after each heading numbers.

Technology Integration and Pedagogy

The steady integration of technology has generated interest and induced widespread research. Voogt and Knezek (2008) have synthesized much research on the design and impact of IT-based learning environments. They distinguish between IT as *core* or *complementary* technology, both of which lead to best educational practices that are studied and adopted. The following questions are directly related to technological integration: *what makes technology easy to use and acceptable to both teachers and students; how can technology be best integrated in education; what are the levels in technology integration; what are the stages in technology adoption and what are the standards to be adopted to optimize technology integration*. The questions have given rise to foundation theories, theoretical frameworks and standards about technology and education. The findings of research conducted in these fields, will be used to determine what are teachers' beliefs, perception and readiness to adopt technology. Thus, the integration of digital technologies in education has shifted the focus from traditional teacher-centred approaches to more interactive and learner-centred pedagogies. However, research suggests that successful implementation depends not only on access to technology but also on teachers' pedagogical competence and beliefs (Ertmer, 2005). More recent

studies further emphasise that teachers' trust in and understanding of digital tools, particularly AI, significantly influence their adoption in classroom practice (Viberg et al., 2025).

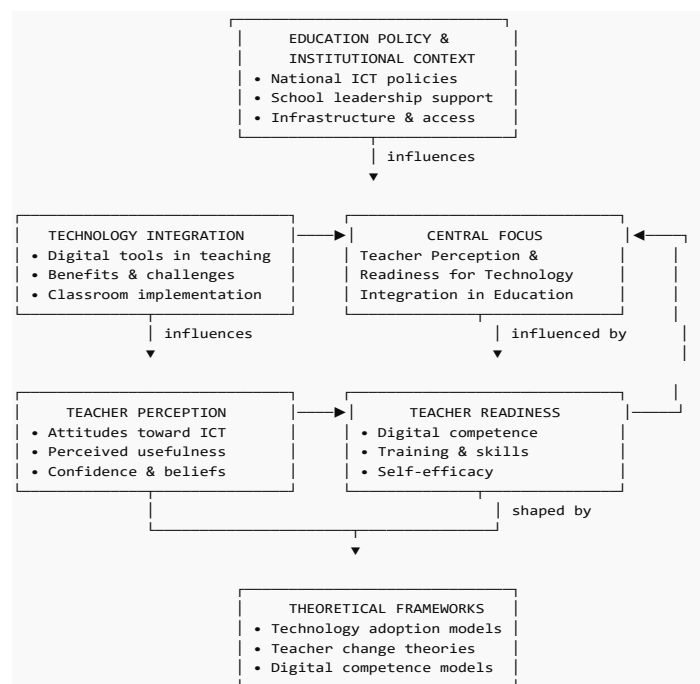


Figure 1: Teacher Perception and Teacher Readiness for Technology Integration

(Generated by ChatGPT, OpenAI, 2026)

Theory and Theoretical Framework: Technology Acceptance Models (TAM) and Unified Theory of Acceptance and Use of Technology (UTAUT)

The integration of digital technologies in education is leading to the development and acceptance of models for better application of educational technologies and AI. Technology Acceptance Model is a theory developed by Davis in 1989. Davis (1989) postulated that Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) influence a person's intention to use technology which in turn impacts use behaviour. However, the theory had its limitations as it lacked contextual factors as well as psychological dimensions (Al-Adwan et al., 2025). Studies suggested that PU and PEOU had direct effects on Behavioral Intention and the role of Attitude Towards Technology (ATT) was highlighted (Venkatesh & Davis, 2000; as cited in Or, 2024). This gave rise to TAM and TAM 2 whereby a set of antecedents to both PU and PEOU were added. This theoretical framework was extended further in 2008 when Venkatesh and Bala added directed predictors of PEOU (Venkatesh & Bala, 2008, as cited in Marikyan & Papagiannidis, 2025). Thus, adjustment and anchoring factors were added to the original TAM. Another widely accepted theory in acceptance of technology is UTAUT. Developed in 2003 by Venkatesh et al., the UTAUT theory takes into consideration TAM's PU and PEOU, to which constructs like facilitating condition (FC), and social influence (SI) are added. Moreover, as highlighted by Al-Adwan et al. (2025), UTAUT associates performance expectancy, effort expectancy, FC and SI as core constructs which influence technology acceptance and use.

Technological Pedagogical Content Knowledge

The TPACK framework provides a comprehensive model for understanding the knowledge required for effective technology integration. Developed by Mishra and Koehler in 2006, the TPACK framework breaks down teaching with technology into three components: Technological Knowledge (TK), Pedagogical Knowledge (PK) and Content Knowledge (CK). Intersecting the three basic types of knowledge gives rise to Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK) and Pedagogical Content Knowledge (PCK). Finally, the intersection between the latter types of knowledge is where TPACK's analytical value is situated. Thus, TPACK represents the collaborative performance of the three basic types of knowledge (Parsons, 2020) and emphasises the intersection of technological, pedagogical, and content knowledge, highlighting the importance of their integration in meaningful teaching practices.

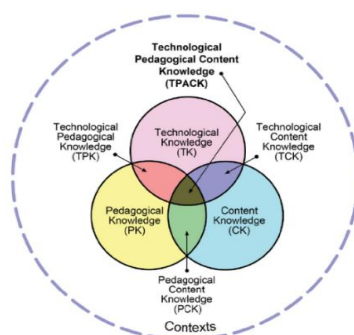


Figure 2: TPACK - Koehler & Mishra (2006) as in Kendon & Anselmo (2022)

Digital Transformation and AI in Education

Recent developments in AI have introduced new possibilities and challenges for education. AI technologies offer opportunities for personalised learning, automated feedback, and adaptive instruction. However, they also raise concerns related to ethics, teacher roles, and professional identity (Kizilcec, 2024; Miranda, 2025). Research indicates that teachers' perceptions of AI are often characterised by both optimism and uncertainty, reflecting a tension between innovation and apprehension (Uygun, 2024). Furthermore, global studies highlight that teachers' beliefs about AI play a mediating role in determining how effectively such technologies are integrated into teaching practices (Liu et al., 2026).

Research Gap

Mauritius is actively pursuing digital transformation across its education system as part of broader national strategies (*Early Digital Learning Program*, *Digital Youth Engagement Program*, digital classroom technologies, digital learning resources, digital learning systems, introduction to Google Classroom, and AI-driven learning platform such as MyGPT). The country is gearing up for a technology-enhanced education system. However, the effectiveness of such technological integration in education depends not only on infrastructure, but also on user acceptance, particularly among teachers who are integral to the adoption of these measures. How teachers perceive and adopt these models cannot be overlooked. The combined TAM and UTAUT models provide useful theoretical frameworks to examine these issues. The above models provide a suitable framework for investigating

whether teachers perceive digital platforms and AI tools as helpful or challenging. The following are explored:

- Whether these technologies are considered easy to use in the classroom context
- How training, policy support, institutional conditions will influence adoption of these technologies
- The extent to which these initiatives are translated into actual instructional use in classrooms.

By focusing on perceived usefulness and perceived ease of use in the present context, the combined model allows research about whether national digital initiatives align with instructional needs and classroom realities. The combined model offers a theoretically grounded framework to understand user acceptance and determine whether technological investments will lead to meaningful educational transformation or remain underutilized. Although extensive research has been conducted on technology integration in education, limited qualitative studies have explored teacher beliefs and readiness in the context of small island developing states such as Mauritius. This study seeks to address this gap by providing in-depth insights into teachers' experiences and perspectives.

MATERIALS, METHODS AND DATA COLLECTION

Participants and Data Collection

This study adopts a qualitative research design to explore teachers' beliefs and readiness in depth. The participants were all secondary school teachers of English language with varying gender, teaching experience, working in geographically diverse schools and working in schools of varying performance level. Participants were recruited using convenience sampling where educators voluntarily responded to semi-structured interviews, allowing participants to express their perspectives freely either through multiple choice questions, ratings on a Likert scale or through open-ended questions. There were 15 respondents, among which 2 were male and 13 female teachers. Most respondents, around 56.3%, were aged between 40-49, the rest were evenly distributed in the age range of 20-29, 30-39, 50-59 and 60 or more. Around 62.5% had 20 or more years of experience, and the rest were equally distributed among 0-6, 6-10, 11-15 and 16-20 years of experience. There were 3 teachers working in rural schools and the rest in urban schools. Finally, 2 participants worked in high performing schools, 10 worked in average performing schools and 3 in low performing schools.

Data Analysis

Data was analysed using thematic analysis following Braun and Clarke's (2006) approach, involving coding, categorisation, and theme development.

Ethical Considerations

Ethical guidelines were strictly followed, including informed consent, confidentiality, and anonymity of participants.

RESULTS AND FINDINGS

Results

Among the key themes that emerged from the thematic analysis of teachers' responses regarding their beliefs and readiness for digital transformation in education, the following were identified: (1) *positive orientations towards digital innovation*, (2) *pedagogical uncertainty and skills gap*, (3) *structural and institutional constraints* and (4) *evolving teacher identity in the digital age*.

Table 1: Perception on use of digital technology and AI-enabled tools

A Perceived Usefulness (PU) %	1	2	3	4	5
Using digital technology improves my teaching effectiveness.	0	5.6	22.2	44.4	27.8
Digital Technology enhances students' academic performance.	0	0	66.7	27.8	5.6
Digital Technology enhances students' engagement.	0	11.8	47.1	35.3	5.9
AI can help improve student outcomes.	0	11.8	29.4	52.9	5.9
AI can support differentiated instruction.	0	0	29.4	52.9	17.6
B Perceived Ease of Use (PEOU)%	1	2	3	4	5
Learning to use new educational technologies is easy for me.	5.9	5.9	11.8	52.9	23.5
I can use digital tools without needing much assistance from others.	11.8	5.9	17.6	52.9	11.8
It is easy for me to integrate technology into my lessons.	11.8	17.6	23.5	23.5	23.5
I feel confident experimenting with AI tools in my teaching.	11.8	17.6	.9	35.3	29.4
I am concerned about students misusing AI tools in class.	0	11.8	5.9	29.4	52.9
Clear policies are needed regarding AI use by students.	5.9	5.9	0	17.6	70.6
I am concerned that educational tools and AI may compromise privacy and ethics.	5.6	0	23.5	29.4	41.2
C Behavioral intention to use (BIU)	1	2	3	4	5
I intend to increase my use of technology in future lessons.	0	5.9	23.5	52.9	17.6
I intend to explore new digital tools for teaching in the future.	0	5.9	17.6	47.1	29.4
D Social Influence (SI)	1	2	3	4	5
School management encourages the use of technology in teaching.	23.5	17.6	41.2	11.8	5.9
My colleagues influence my decision to use technology.	35.3	11.8	11.8	41.2	0
Students expect teachers to use technology in class.	11.8	29.4	29.4	29.4	0
E Facilitating Conditions (FC)	1	2	3	4	5
My school provides adequate technical infrastructure.	47.1	17.6	11.8	17.6	5.9
I have enough technical assistance and support.	47.1	11.8	23.5	17.6	0
I have enough access to professional development and training related to educational technology.	23.5	23.5	29.4	23.5	0
My school provides clear guidance on the use of AI.	35.3	17.6	29.4	11.8	5.9
TPACK %	1	2	3	4	5
I can use several digital tools confidently.	0	23.5	29.4	29.4	17.6
I can use a variety of teaching methods confidently.	0	5.9	23.5	41.2	29.4
I have a very good knowledge of the subject I teach.	0	0	17.6	35.3	47.1
I can use technologies that enhance my teaching methods.	0	5.9	17.6	47.1	29.4
I know which technologies best support the teaching of my specific subject.	0	23.5	29.4	29.4	17.6
I can effectively integrate technology, pedagogy and subject content in my lessons.	0	0	52.9	41.2	5.9

Note: Table 1 shows teachers' self-assessment about technology and education using TAM, UTAUT and TPACK theories and framework on a Likert Scale where 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

The above data was generated while examining the survey through the theoretical lens of TAM and TPACK to find out about *readiness* of teachers. In order to find out about *beliefs* of teachers, other open-ended questions were added. These included individual *beliefs* about adoption of DLPs, AI-enabled tools, the biggest benefit and biggest obstacle in using educational technology and AI, as well as suggestions for improving preparedness for technology integration.

Findings

Positive Orientation towards Digital Innovation

Participants generally expressed favourable attitudes towards the integration of digital technologies in language teaching. Many teachers acknowledged the potential of digital learning platforms (DLPs) and AI-enabled tools to enhance student engagement, diversify instructional strategies, and facilitate access to a wider range of learning resources. Several participants described digital tools as *“motivating”* and *“interactive”*, highlighting their capacity to capture students’ attention more effectively than traditional teaching methods. These responses were recorded: *“Students are more interested when we use digital tools. It makes the lesson more dynamic and less monotonous.”* Also, *“With digital platforms, I can adapt materials for different levels, which is difficult to do with textbooks alone.”* However, while such positive orientations were widespread, they often coexisted with underlying reservations, suggesting that favourable beliefs do not necessarily translate into full readiness for implementation.

Pedagogical Uncertainty and Skills Gap

Despite their generally positive attitudes, many participants reported a lack of confidence in their ability to integrate digital technologies effectively into their pedagogical practices. This uncertainty was particularly evident in relation to AI tools, which were perceived as complex and unfamiliar. Teachers frequently referred to insufficient training and limited exposure as key barriers: *“We have heard about AI tools, but we don’t really know how to use them in teaching.”* Another participant highlighted the gap between theoretical awareness and practical application: *“We know technology is important, but knowing how to use it properly in class is another matter.”* This theme reflects a disconnect between policy expectations and teachers’ actual competencies, pointing to limitations in their technological and pedagogical knowledge. In relation to the Technological Pedagogical Content Knowledge framework, participants appeared to possess partial technological knowledge but lacked the integrated knowledge required for effective classroom implementation.

Structural and Institutional Constraints

Table 2 below shows some of the constraints and difficulties reported during the survey. Participants identified several external factors that constrained their ability to adopt digital technologies. These included limited access to reliable infrastructure, time constraints, and insufficient institutional support. Some teachers reported inconsistent internet connectivity and lack of access to appropriate devices: *“Sometimes the internet is not stable, so it becomes difficult to rely on digital tools during lessons.”* Time was another significant concern, particularly in relation to lesson preparation: *“Using digital tools requires more preparation time, and we already have a heavy workload.”* In addition, participants expressed a need for more structured and continuous professional development: *“We need proper training, not just one workshop. It should be ongoing.”* These findings suggest that readiness for digital transformation is not solely an individual attribute but is shaped by broader systemic conditions.

Table 2: Challenges and Support

Biggest Challenges in Integrating Technology	%
Technical difficulties	76.5
Limited infrastructure	70.6
Lack of time	58.8
Lack of training	58.8
Lack of support from school administration	47.1
Resistance from students	29.4
Resistance from colleagues	11
Need for Support	%
More professional development workshops or training	76.5
Better technical support	76.5
Better infrastructure	64.7
Peer collaboration	58.8
Clear instructions from Head of School	58.8
Clear Policy guidelines	52.9

Note: Table 2 above summarizes the primary obstacles and type of support teachers believe they need.

Tensions in Teacher Identity in the Digital Age

A further theme that emerged from the data relates to the evolving nature of teacher identity in the context of digital transformation. While some participants viewed technology as a tool that enhances their role, others expressed concerns about its potential to diminish the importance of the teacher. Some teachers perceived AI as supportive: *“AI can help us, but it cannot replace the teacher. We still guide the students.”* However, others articulated more apprehensive views: *“Sometimes it feels like technology is taking over, and we might become less important.”* These contrasting perspectives highlight an ongoing negotiation of professional identity, as teachers attempt to reconcile traditional pedagogical roles with emerging technological demands.

Summary of Results and Findings

Overall, the findings reveal a complex and nuanced picture of English Language teachers' readiness for digital transformation. While there is a clear recognition of the potential benefits of digital technologies, this is accompanied by significant pedagogical, structural, and identity-related challenges. Teachers' beliefs appear to be characterised by a tension between optimism and uncertainty, reflecting the transitional nature of education systems undergoing digital reform.

DISCUSSION

This study set out to explore the beliefs and readiness of secondary school English teachers in Mauritius in relation to the integration of digital technologies, including Digital Learning Platforms (DLPs) and AI-enabled tools. The findings reveal a complex and, at times, contradictory landscape in which positive orientations towards digital innovation coexist with significant pedagogical, structural, and identity-related challenges. In relation to

existing literature and the Technological Pedagogical Content Knowledge framework, the findings of this study can be interpreted as follows:

Positive Beliefs do not Equate to Readiness

One of the key insights emerging from this study is the distinction between teachers' positive beliefs about digital technologies and their actual readiness to implement them effectively. While participants generally recognised the potential of digital tools to enhance student engagement and support differentiated instruction, this did not necessarily translate into confident classroom practice. This finding aligns with previous research suggesting that favourable attitudes towards technology are not sufficient for meaningful pedagogical integration. Although teachers may demonstrate favourable attitudes towards educational technologies, research shows that such attitudes alone are insufficient for meaningful pedagogical integration. Studies indicate that attitudes must be complemented by technological pedagogical content knowledge (TPACK), institutional support, and pedagogical competence to translate into effective classroom practice (Holland & Piper, 2016; Voithofer & Nelson, 2021; Njiku, 2022). Also, readiness requires a deeper alignment between technological knowledge, pedagogical strategies, and content expertise. Within the TPACK framework, this indicates that teachers may possess isolated forms of knowledge but lack the integrated competence needed to operationalise digital tools in contextually appropriate ways. The findings therefore challenge policy assumptions that the provision of digital tools alone will lead to transformation in teaching practices. Instead, they point to the need for a more holistic understanding of readiness that goes beyond access and attitudes.

The Centrality of Pedagogical Knowledge in Technology Integration

The theme of pedagogical uncertainty highlights the critical role of pedagogical knowledge in shaping technology use. Participants' concerns were not primarily about the existence of digital tools, but about how to use them effectively within language teaching contexts. This reinforces the argument that technology integration is fundamentally a pedagogical issue rather than a purely technical one. From a TPACK perspective, the findings suggest that teachers' technological knowledge (TK) is developing, but their technological pedagogical knowledge (TPK) and technological pedagogical content knowledge (TPACK) remain limited. This imbalance may result in superficial or inconsistent use of digital tools, where technology is added to existing practices without transforming them. These findings are consistent with international studies which emphasise that effective digital integration requires sustained professional development focused on pedagogy, rather than one-off training sessions focused on tools. In this sense, the study contributes to a growing body of literature that calls for a shift from *technology training* to *pedagogically grounded digital competence*. (Tondeur et al., 2016; Darling-Hammond et al., 2017; Amemasor et al., 2025)

Structural Constraints and the Policy-Practice Divide

The findings also point to an emerging reconfiguration of teacher identity in response to digital transformation. Participants' responses revealed both optimism and anxiety,

particularly in relation to AI technologies. While some teachers viewed AI as a supportive tool that could enhance their practice, others expressed concerns about its potential to diminish the role of the teacher. This tension reflects a broader shift in the conceptualisation of teaching, from knowledge transmission to facilitation and guidance. The integration of AI and digital tools challenges traditional notions of teacher authority, requiring educators to renegotiate their professional identities. Importantly, the findings suggest that resistance to technology may not stem solely from a lack of competence, but also from deeper concerns about professional relevance and autonomy. Addressing these concerns requires not only technical training but also opportunities for teachers to critically engage with the implications of digital transformation for their roles and identities (Ellis et al., 2020), 2025).

Contextual Contribution: Insights from a Small Island Developing State

A key contribution of this study lies in its focus on Mauritius as a small island developing state. Much of the existing literature on digital transformation in education is based on research conducted in Western or highly resourced contexts. By contrast, this study highlights the specific challenges and opportunities associated with implementing digital reforms in a context characterised by resource constraints and systemic transitions. The findings therefore contribute to a more nuanced and globally inclusive understanding of digital readiness, emphasising the importance of context-sensitive approaches to educational innovation. They also reinforce the need for further qualitative research that captures the voices and experiences of teachers in underrepresented contexts.

Implications for Policy and Practice

Taken together, the findings suggest several implications:

- Digital transformation initiatives should prioritise pedagogically oriented professional development
- Policymakers should adopt a bottom-up approach, incorporating teacher perspectives
- Investment in infrastructure must be accompanied by ongoing institutional support
- Teacher education programmes should address identity and ethical dimensions of AI integration.

RECOMMENDATIONS

For Policy Makers

- *Adopt a teacher-centred approach to digital reform:* Policies should be informed by teachers' lived experiences and classroom realities rather than relying solely on top-down implementation models.
- *Align policy expectations with contextual realities:* Greater attention should be paid to infrastructural readiness, workload considerations, and resource availability.

- *Integrate AI guidelines into national education frameworks:* Clear ethical and pedagogical guidelines are needed to support the responsible use of AI in education.

For Teacher Education and Professional Development

- *Shift from technical training to pedagogical integration:* Training programmes should focus on how to use digital tools effectively within subject-specific contexts, rather than simply introducing tools.
- *Provide continuous and sustained professional development:* One-off workshops are insufficient; ongoing support, mentoring, and communities of practice are essential.
- *Address teacher identity and agency:* Professional development should include reflective components that allow teachers to engage critically with the implications of digital transformation.

For Schools and Institutions

- *Strengthen infrastructural support:* Reliable internet access, access to devices, and technical support must be prioritised.
- *Create collaborative environments:* Encourage peer learning, sharing of best practices, and collaborative lesson planning involving digital tools.
- *Allocate time for digital integration:* Teachers require dedicated time to experiment with and integrate new technologies into their teaching.

For Future Research

- Conduct longitudinal qualitative studies to examine how teacher beliefs and practices evolve over time
- Explore student perspectives on digital and AI-based learning
- Investigate comparative contexts (e.g., other small island or developing states)
- Examine the impact of specific professional development models on TPACK development.

LIMITATIONS

A major limitation of this study was that of the 15 participants, only 2 were male teachers. This can be explained by the fact that in Mauritius, female teachers outnumber male teachers. According to *Statistics in Mauritius - A Gender Approach Year 2022*, teaching is a female-dominated profession, with 64.9% of secondary teachers being women. A second limitation is geographical in nature. In-person interviews could not be conducted with all participants and google forms had to be disseminated instead, to avoid long-distance travel and speed up data collection. Also, the survey was based on 15 responses only as many respondents submitted their participation form past due date. The final limitation is that most respondents work in urban schools with only three working in rural schools.

CONCLUSION

This study set out to examine the beliefs and readiness of secondary school English language teachers in Mauritius in relation to ongoing digital transformation initiatives, including the integration of Digital Learning Platforms (DLPs) and AI-enabled tools. The findings reveal that while teachers generally hold positive attitudes towards the potential of digital technologies to enhance teaching and learning, these beliefs are accompanied by significant uncertainties and constraints that limit effective implementation. A key contribution of this study lies in highlighting the gap between *perceived value* and *practical readiness*. Teachers expressed willingness to engage with digital innovation, yet reported limited confidence in their ability to integrate such tools pedagogically. This suggests that readiness for digital transformation cannot be understood solely in terms of access or attitudes, but must be conceptualised as a multidimensional construct involving knowledge, skills, institutional support, and professional identity. Furthermore, the study underscores the importance of contextual factors in shaping technology integration. Structural challenges such as limited infrastructure, time constraints, and insufficient training continue to impede the translation of policy into practice. At the same time, the emergence of AI technologies introduces new tensions in teacher identity, requiring educators to renegotiate their roles within increasingly digitalised learning environments. By situating these findings within the Technological Pedagogical Content Knowledge, the study contributes to ongoing discussions on digital readiness in education and provides contextually grounded insights from a small island developing state. It also responds to calls for more qualitative, teacher-centred research that captures the complexities of educational change in diverse contexts.

Conflict of Interest

The author declares that she has no conflict of interest.

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