

# Student Engagement, Learning Environment, Motivation and Technology Integration towards Teacher Teaching Skills in Suburban Secondary School at Melaka: Demographic Analysis

Hasan Saleh, Nur Afiqah Khumairah

Fakulti Pengurusan Teknologi dan Teknousahawan Universiti Teknikal Malaysia Melaka (UTeM), Hang Tuah jaya, 76100 Durian Tunggal, Melaka, Malaysia

Email: [afiqahkhumairah08@gmail.com](mailto:afiqahkhumairah08@gmail.com)

Corresponding Authors Email: [hasansaleh@utem.edu.my](mailto:hasansaleh@utem.edu.my)

**DOI Link:** <http://dx.doi.org/10.6007/IJARBS/v16-i1/27354>

**Published Date:** 11 January 2026

## Abstract

This study presents demographic characteristics of secondary school teachers in Melaka, Malaysia, who's participated in a study exploring student engagement, learning environment, motivation, and technology integration in teaching skills. The purpose of this analysis is to provide a clear understanding of the participants' backgrounds and their possible influence on teaching practices. The findings reveal the majority of respondents were female, Malay, and married, with degree-level qualifications and moderate teaching experience. Most teachers were permanently employed, representing a stable and experienced teaching population. Overall, the demographic composition reflects the general trend of Malaysia's teaching workforce, where women, mid-career educators, and degree-qualified teachers form the backbone of secondary education.

**Keywords:** Suburban Secondary School, Teaching Skills, Learning Environment, Teaching Practices

## Introduction

Understanding the demographic composition of teachers is fundamental when interpreting research findings related to teaching and learning, as personal and professional characteristics may influence teachers pedagogical decisions, motivation levels, and attitudes toward technology integration (Lai et al., 2021). Demographic variables such as gender, age, teaching experience, and educational qualification often affect teachers confidence, teaching effectiveness, and adaptability to new instructional methods.

Secondary school teachers play a crucial role in shaping students academic and social development, particularly in suburban areas where access to technology and resources may

be limited (Afzal et al., 2023). Therefore, analyzing teachers demographic backgrounds provides an important foundation for understanding how these factors may interact with engagement, motivation, and learning outcomes (Akram et al., 2024).

This study discusses demographic characteristics of the respondents participated in a survey involving 97 teachers from selected suburban secondary schools in Melaka, Malaysia. Results are based on data obtained from Section 1 of the questionnaire, which gathered information on gender, age, ethnicity, religion, marital status, academic background, teaching experience, salary, employment status, educational qualification, subject taught, state of birth, and distance between home and school.

### *Method Overview*

Understanding the demographic composition of teachers is fundamental when interpreting research findings related to teaching and learning, as personal and professional characteristics may influence teachers pedagogical decisions, motivation levels, and attitudes toward technology integration (Lai et al., 2021). Demographic variables such as gender, age, teaching experience, and educational qualification often affect teachers confidence, teaching effectiveness, and adaptability to new instructional methods.

Secondary school teachers play a crucial role in shaping students academic and social development, particularly in suburban areas where access to technology and resources may be limited (Afzal et al., 2023). Therefore, analyzing teachers demographic backgrounds provides an important foundation for understanding how these factors may interact with engagement, motivation, and learning outcomes (Akram et al., 2024).

This study discusses demographic characteristics of the respondents participated in a survey involving 97 teachers from selected suburban secondary schools in Melaka, Malaysia. Results are based on data obtained from Section 1 of the questionnaire, which gathered information on gender, age, ethnicity, religion, marital status, academic background, teaching experience, salary, employment status, educational qualification, subject taught, state of birth, and distance between home and school.

### **Findings and Discussion**

This section presents the findings and discussion of the demographic characteristics of the teachers who participated in this study. Understanding the demographic profile of respondents is important to determine the factors such as age, gender, academic background, and teaching experience help provide context for interpreting their attitudes, practices, and involvement in teaching and learning. These characteristics also offer insight into the composition of the workforce in suburban secondary schools in Melaka.

Analysis has been organized according to the demographic variables collected in the survey. Each subsection summarises descriptive results and provides a brief interpretation of what the findings imply for the teaching population in this study. By examining these demographic patterns, the discussion highlights how the respondents backgrounds may influence their engagement, motivation, and readiness to integrate educational practices in the classroom.

### Summary of Demographic Characteristics

Comprehensive demographic analysis in the table was conducted to describe the profile of teachers participating in this study. Demographic information is critical component to understand teaching landscape, as it reflects distribution of teacher attributes such as gender, age, qualifications, subject expertise, and employment stability.

These characteristics influence not only how teachers approach instruction, but also their responsiveness to policy changes, engagement strategies, and professional development opportunities. Presenting a summary of the respondents demographic background provides valuable context for interpreting the overall findings and highlights the predominant patterns within suburban secondary schools in Melaka.

Table 1

*Demographic characteristic at suburban school teachers*

| Demographic Characteristic | Most Frequent Category          | Frequency (n) | Percentage (%) |
|----------------------------|---------------------------------|---------------|----------------|
| Gender                     | Female                          | 64            | 66.0%          |
| Age                        | 40–44 years                     | 20            | 20.6%          |
| Ethnicity                  | Malay                           | 74            | 76.3%          |
| Religion                   | Islam                           | 76            | 78.4%          |
| Marital Status             | Married                         | 61            | 62.9%          |
| Academic Background        | Language & Literature           | 26            | 26.8%          |
| Teaching Experience        | 11–15 years                     | 22            | 22.7%          |
| Salary Range               | RM6,000–RM6,999                 | 20            | 20.6%          |
| Employment Status          | Permanent                       | 85            | 87.6%          |
| Education Certificate      | Degree                          | 51            | 52.6%          |
| Subject Taught             | English Language & Home Science | 16            | 16.5%          |
| State of Birth             | Melaka                          | 48            | 49.5%          |
| Distance from Home         | 11–20 km                        | 25            | 25.8%          |

#### *Gender Distribution*

Findings show 66% of respondents were female teachers, while 34% were male. This pattern aligns with the national trend in Malaysia, where the teaching profession, particularly at the secondary levels, is predominantly female (Malaysian Youth Development Research Institute, 2024). Higher proportion of female teachers could be attributed to factors such as job stability, suitability for work-life balance, and cultural perceptions of teaching as a nurturing profession.

Analytical perspective view gender imbalance could influence classroom management styles, teaching approaches, and levels of student engagement (Arshad, 2024). Female teachers often exhibit stronger relational and communicative teaching methods, which may enhance students motivation and classroom participation (Jony, 2025). Thus, the gender composition

of the sample suggests nurturing and empathetic teaching practices are likely prevalent in Melaka's suburban secondary schools.

#### *Age Distribution*

Age distribution of respondents indicates most teachers were between 40–44 years old (20.6%), followed by those aged 25–29 years (17.5%) and 35–39 years (17.5%). The largest group comprised teachers aged 30–34 years (16.5%). Smaller percentages were found among younger teachers aged 20–24 years (8.2%) and older teachers aged 50 years and above (14.4%). Finding shows the majority of teachers in the sample were in their mid-career stage, possessing a stable professional background with adequate teaching experience. Mid career educators often bring maturity and confidence to classroom management, while still maintaining openness to pedagogical innovation (Reichel, 2023).

This indicates a predominance of mid career teachers who possess extensive teaching experience and have adapted to changes in educational policies and practices. Teachers within this age group are generally more stable in their careers and possess practical classroom management experience (Booth et al. 2021).

Yet, the smaller percentage of younger teachers (aged 20–24 years, 8.2%) suggests a limited influx of new educators into suburban schools. This could be due to preferences for urban postings or challenges associated with suburban teaching environments. The dominance of mid career teachers also implies while these educators bring experience, there may be a need for targeted professional development to maintain motivation and to support digital transformation in teaching, as younger teachers tend to be more technologically inclined (Napitupulu et al. 2024).

#### *Ethnicity and Religion*

Ethnicity majority of respondents were Malay (76.3%), followed by Chinese (15.5%) and Indian (8.2%). This distribution mirrors the ethnic composition of the teaching population in suburban secondary schools Melaka, where Malay teachers form the majority due to the state's demographic structure. Religious affiliation data reveal 78.4% of teachers identified as Muslim, followed by Buddhist (10.3%), Hindu (6.2%), and Christian (5.2%). This ethnic and religious distribution reflects Malaysia multicultural context and aligns with Melaka overall population composition.

Dominance of Malay-Muslim teachers suggests cultural and religious values may play a significant role in shaping classroom ethics and teacher student relationships (Pujianti and Hendika, 2024). Yet, the inclusion of non Malay educators promotes diversity and inclusivity in teaching practices (Othman and Mahamod, 2024). Such multicultural representation in the teaching workforce helps foster tolerance and mutual respect among students from different backgrounds, supporting the Ministry of Education's goal of holistic character development.

#### *Marital Status*

Most respondents were married (62.9%), while 30.9% were single, 4.1% divorced, and 2.1% widowed. The predominance of married respondents indicates a significant portion of teachers are balancing family responsibilities with their teaching duties (Nnubia et al. 2025). This finding suggests most teachers in the sample are managing both professional and family

responsibilities (Ranjha et al. 2021). Married teachers often bring stability, maturity, and empathy into their teaching roles, which can positively affect classroom dynamics and student discipline (Erden et al. 2023).

On the other hand, marital commitments may limit time available for professional development or digital upskilling, especially for those with young families. Studies have indicated work-life balance challenges are common among married teachers, especially women (Al-Alawi et al. 2021).

#### *Academic Background*

Teachers in this study came from diverse academic backgrounds. The largest group specialized in Language and Literature (26.8%), followed by Technical and Vocational (14.4%) and Science or Pure Science (13.4%). Other fields included Social Studies or History (11.3%), Mathematics (10.3%), and Business & Management (8.2%), while smaller numbers came from ICT or Computer Science (6.2%), Religious Studies (5.2%), and Arts or Music (4.1%). This diversity illustrates the multidisciplinary expertise among teachers, which contributes to the richness of the school curriculum and provides varied perspectives in the teaching-learning process.

Such variation in academic backgrounds is beneficial for interdisciplinary teaching and for promoting holistic learning environments (Rafsanjani, 2022). It also suggests the schools sampled are well-staffed across major curriculum areas, ensuring comprehensive learning opportunities for students. However, the smaller percentage of teachers with ICT or Computer Science backgrounds (6.2%) could indicate a potential gap in digital literacy expertise, may affect the integration of technology in classrooms which a key concern of this study (Bahri et al. 2022).

#### *Teaching Experience*

Findings reveal the largest proportion of teachers had 11–15 years of experience (22.7%), followed by 16–20 years (20.6%) and 1–5 years (18.6%). A smaller portion (13.4%) had less than one year of experience. This distribution indicates a healthy balance between experienced and early-career educators, ensuring continuity in institutional knowledge and opportunities for mentorship (Crassous et al. 2024). Experienced teachers are likely to have developed strong pedagogical skills, whereas younger teachers may bring enthusiasm and digital adaptability into classrooms (Masoumi and Noroozi, 2025).

#### *Salary*

Most teachers earned between RM6,000–RM6,999 (20.6%) and RM7,000–RM7,999 (18.6%). A notable portion also reported salaries between RM2,000–RM2,999 (14.4%) and RM5,000–RM5,999 (11.3%). Majority thus fall within the middle-income category of Malaysia's public education sector. This reflects the standardized pay structure for government teachers, where salary increments are based on years of service and qualifications (Wahid et al. 2025). The data suggest many respondents are in stable, mid-level income brackets appropriate for their professional standing.

An analytical perspective found salary plays a vital role in teachers motivation and job satisfaction (Hariyasasti and Purwanto, 2025). Financial stability often correlates with higher

teaching commitment and reduced burnout (Duru, 2024). Therefore, the income profile of this sample indicates the teachers are likely financially secure and motivated to maintain performance consistency in their roles (Perdizo and Tantiado, 2025b).

#### *Employment Status*

Substantial majority of respondents (87.6%) were permanently employed, while 8.2% were on temporary terms and 4.1% were on contract. Permanent employment provides greater job security and may enhance teachers commitment and motivation to invest in long-term teaching improvement (Masha et al. 2025). The low proportion of contract and temporary positions suggests a stable workforce within the Malaysia education system.

#### *Education Qualification*

More than half of the respondents held a Bachelor's Degree (52.6%), followed by Program Ijazah Sarjana Muda Perguruan (PISMP) (16.5%) and Diploma Perguruan Lulusan Ijazah (DPLI) (15.5%) qualifications. Only 9.3% had a Master's degree, and none held a PhD. The data demonstrate degree-level qualifications remain the standard entry requirement for teaching positions in Malaysia, while postgraduate qualifications are less common, possibly due to limited incentives or opportunities for further study among in-service teachers (Adams and Lok, 2022).

The percentage of postgraduate qualified teachers remains low, the presence of some Master's degree holders reflects a growing interest in advanced studies among educators. Continuous encouragement for postgraduate study could enhance teachers research skills, pedagogical innovation, and ability to integrate digital tools in instruction which an important factor for improving teaching skills in suburban schools (Singh et al. 2024).

#### *Subject Taught*

Teachers taught a wide variety of subjects, the most common subject taught English Language and Home Science (16.5%), followed by History (15.5%), Mathematics and Engineering Drawing (13.4%), and Malay Language and Computer Science (12.4%). Other subjects such as Science, Visual Arts, Islamic Education, and Chemistry were also represented.

Such diversity in subject expertise contributes to well-rounded educational offerings in suburban schools (Canoy et al. 2022). Schools in Melaka shows maintain a broad curriculum scope, consistent with the Ministry's holistic education goals. However, the limited number of teachers teaching ICT-related subjects signals a need for greater emphasis on digital competency and technology education in these areas (Zhao, 2024).

#### *State of Birth*

From this study, half of the respondents (49.5%) were born in Melaka, followed by Johor and Kelantan (11.3% each), with smaller proportions from other states such as Negeri Sembilan (9.3%) and Selangor (4.1%). This suggests the majority of teachers are locally based, which may facilitate stronger community connections and cultural understanding in the classroom. Local teachers often show higher commitment to their schools and greater understanding of community needs (Alonzo et al. 2025). At the same time, the presence of teachers from other states enhances the exchange of ideas and teaching perspectives (Zalli, 2024). This

combination of local and external educators supports both cultural continuity and pedagogical diversity within Melaka's education ecosystem.

#### *Distance from Home to School*

Majority of teachers (25.8%) lived between 11–20 km from their school, followed by 21.6% who lived within 1–5 km and 20.6% who lived 6–10 km away. This pattern suggests most teachers commute moderate distances, which is typical for rural or suburban school settings. Reasonable commuting distances are associated with higher attendance consistency and reduced fatigue, potentially supporting better teaching performance (Nunoo et al. 2023).

Teachers living near their workplace may demonstrate stronger community involvement and accessibility to students beyond school hours (Kingsford-Smith et al. 2023). Conversely, those commuting longer distances may experience stress or reduced engagement due to travel time. These findings highlight the importance of equitable teacher placement policies to ensure sustainable work-life balance and consistent teaching quality.

#### **Discussion**

The findings of this study illustrate a stable, mature, and predominantly female teaching workforce in suburban secondary schools in Melaka. With most teachers aged between 30 and 44 years and a large percentage of mid-career educators (11–15 years of experience), the results indicate these schools are supported by teachers who possess substantial teaching expertise and classroom management abilities. Such an experienced workforce contributes positively to instructional continuity and school culture.

The dominance of Malay Muslim respondents reflects the demographic composition of the local community, indicating alignment between teacher backgrounds and student populations. In terms of professional characteristics, most teachers hold a Bachelor's degree and are permanently employed, which supports long-term school development and teacher retention. Their academic backgrounds also reveal a strong representation in humanities and language-based fields, aligning with curriculum demands in suburban settings.

The finding further indicate many teachers were born in Melaka and commute moderate distances (11–20 km) to school. Strong local engagement may support teacher retention, familiarity with local student backgrounds, and continuity in school community relationships. However, the commuting distance for some teachers especially those travelling more than 30 km which may influence daily energy levels, punctuality, and involvement in after-school programs. Overall, the demographic patterns highlight both strengths and challenges for suburban secondary schools. These insights are useful for identifying areas in which school leaders and policymakers can provide targeted support, especially in workload distribution, staff deployment, and professional training.

#### **Conclusion**

Findings collectively suggest teachers in Melaka suburban secondary schools are experienced, predominantly female, and degree-qualified professionals with stable employment and strong community ties. Their demographic profile reflects the broader structure of Malaysia's teaching workforce, where stability, experience, and dedication define the profession.

These characteristics are important to understand subsequent analyses on student engagement, learning environment, motivation, and technology integration, as demographic factors often underpin teachers attitudes and effectiveness in implementing innovative educational practices.

### **Recommendations**

Based on the demographic findings, several recommendations can be made to strengthen teaching skills in suburban secondary schools in Melaka. Since most respondents are mid-career and permanently employed, continuous professional development should be prioritized to ensure teachers stay updated with current pedagogical approaches, modern assessment strategies, and technology-enhanced teaching methods.

ICT related upskilling is especially important, as only a small number of teachers come from ICT backgrounds. Strengthening digital competency across all subject areas will better support technology integration, which is increasingly essential in suburban school settings.

The study also shows many teachers are married and commute moderate distances to school. Therefore, schools should consider providing supportive measures promote work life balance, such as organised wellness activities, manageable workload distribution, or flexible arrangements for administrative tasks. Additionally, structured mentorship programs between experienced and early career teachers can help sustain teaching quality and provide consistent support within suburban school communities.

Overall, these recommendations aim to strengthen teacher readiness, motivation, and professional growth in suburban school environments. By focusing on continuous training, digital skills, teacher well-being, and career development, educational authorities can create a supportive ecosystem enhances teaching practices and ultimately contributes to improved student learning outcomes.

### **Declaration**

We declare this manuscript is our original work and has not been submitted or published in any other journal. All authors have contributed significantly to the conception and completion of this study. Any remaining errors or oversights are entirely our own and occurred beyond our knowledge or observation.

### **Acknowledgment**

Special gratitude is extended to all personnel and individuals who contributed to this research. The author also would like to thank Universiti Teknikal Malaysia Melaka (UTeM) for all the support.

## References

- Adams, D., & Lok, T. K. (2022). Teacher education in Malaysia: Preparation, practices, and future directions. In *Handbook of research on teacher education: Innovations and practices in Asia* (pp. 95-110). Singapore: Springer Nature Singapore.
- Afzal, A., Khan, S., Daud, S., Ahmad, Z., & Butt, A. (2023). Addressing the digital divide: Access and use of technology in education. *Journal of Social Sciences Review*, 3(2), 883-895.
- Akram, H., & Li, S. (2024). Understanding the role of teacher-student relationships in students' online learning engagement: Mediating role of academic motivation. *Perceptual and Motor Skills*, 131(4), 1415-1438.
- Al-Alawi, A. I., Al-Saffar, E., Alomohammedsaleh, Z., Alotaibi, H., & Al-Alawi, E. I. (2021). A study of the effects of work-family conflict, family-work conflict, and work-life balance on Saudi female teachers' performance in the public education sector with job satisfaction as a moderator. *Journal of International Women's Studies*, 22(1).
- Alonzo, D., Sheridan, L., Zhou, S., Nguyen, H. T., Gao, X., & Durksen, T. L. (2025). Teachers' engagement and occupational commitment in a centralised education system. *Teaching and Teacher Education*, 168, 105233. <https://doi.org/10.1016/j.tate.2025.105233>
- Arshad, S. M. B. M. (2024). *Gender Dynamics In Education: A Comparative Study Of Male And Female Teachers In Uzbekistan With Focus On Classroom Management, Student Engagement, And Research Output*.
- Bahri, A., Jamaluddin, A. B., & Saparuddin, S. (2022). Students' and Teachers' Digital Literacy Skill: A Comparative Study between Schools, Classes, and Genders in Urban and Rural Areas. *International Journal of Science of Research*, 11(2).
- Booth, J., Coldwell, M., Müller, L. M., Perry, E., & Zuccollo, J. (2021). Mid-career teachers: A mixed methods scoping study of professional development, career progression and retention. *Education Sciences*, 11(6), 299.
- Canoy, P. F., Gido, N., Montajes, G. J., Canoy, R., & Tuyor, A. (2022). TEACHING SUBJECTS BEYOND EXPERTISE. *International Journal of Multidisciplinary Research and Studies*, 05(07), 01–10. <https://doi.org/10.33826/ijmras/v05i07.4>
- Crassous, J. J., Mirkov, B., & Franklin, J. (2024). Mentorship Program Effectiveness in Early-Career Teacher Retention: Comprehensive Study. *Global Synthesis in Education Journal*, 2(3), 60-77.
- Duru, H. (2024). *Exploring the Relationships between Teachers' Perceptions of their Financial Well-Being, School Safety and Work Environment, Burnout, Self-Efficacy, and Job Satisfaction: A Mixed Methods Study (Doctoral dissertation)*.
- Erden, A., Erden, H., & Aytaç, T. (2023). Teachers' well-being levels by gender and marital status: A meta-analysis study. *Asian Journal of Instruction (E-AJI)*, 11(1st International Positive Schools & Well-Being Congress Special Issue), 38-60.
- Hariyasasti, Y., & Purwanto, A. (2025). The Role of Competence, Salary, Work Environment, Job Satisfaction, Compensation, Communication on Elementary School Teacher Performance. *Journal of Industrial Engineering & Management Research*, 6(3), 58-63.
- Jony, M. S. (2025). Investigating the role of gender in teacher-student communication and classroom dynamics. *Journal of Education For Sustainable Innovation*, 3(1), 87-99.
- Kingsford-Smith, A. A., Collie, R. J., Loughland, T., & Nguyen, H. T. M. (2023). Teacher wellbeing in rural, regional, and metropolitan schools: Examining resources and demands across locations. *Teaching and Teacher Education*, 132, 104229. <https://doi.org/10.1016/j.tate.2023.104229>

- Lai, C., & Jin, T. (2021). Teacher professional identity and the nature of technology integration. *Computers & Education*, 175, 104314.
- Malaysian Youth Development Research Institute. (2024). *Malaysian Youth Statistics 2023/2024: Vol. 11*. Ministry of Youth and Sports Malaysia.
- Masha, A., Baidoo, J., & Agyeman, N. Y. (2025). The Role of Job Security on Employee Engagement for Teachers in Private Family Business Schools. *International Journal of Applied Research in Business and Management*, 6(1).
- Masoumi, D., & Noroozi, O. (2025). Developing early career teachers' professional digital competence: A systematic literature review. *European journal of teacher education*, 48(3), 644-666.
- Napitupulu, M. H., Muddin, A., Diana, S., & Rosyidah, N. S. (2025). Teacher professional development in the digital age: Strategies for integrating technology and pedagogy. *International Journal for Science Review*, 2(4), 242-252.
- Nnubia, U. I., Ibeanu, V. N., & Okechukwu, F. O. (2025). Gender role shift: implications for balancing work and family responsibilities among female primary school teachers in Nigeria. *Journal of Family Studies*, 31(1), 35-53.
- Nunoo, J., Taale, F., Sebu, J., & Adama, A. S. Y. (2023). Influence of teacher absenteeism and school distance on cognitive skills in Ghana. *International Journal of Educational Development*, 97, 102715. <https://doi.org/10.1016/j.ijedudev.2022.102715>
- Othman, N. A., & Mahamod, Z. A Review of Non-Option Teachers' Knowledge and Skills in The Teaching and Learning of Malay Language.
- Perdizo, M. a. P., & Tantiado, R. C. (2025b). Teachers' Financial Well-Being and Job satisfaction. *INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS*, 08(01). <https://doi.org/10.47191/ijmra/v8-i01-48>
- Pujianti, E., & Nugraha, H. A. (2024). The Role of Islamic Religious Education Teachers in Shaping the Inclusive Character of Students. *Journal Corner of Education, Linguistics, and Literature*, 4(001), 371-380.
- Rafsanjani, M. A. (2022). Teachers' Competence: Are Educational Background and Training Had Significant Effect?. *AL-ISHLAH: Jurnal Pendidikan*, 14(3), 4239-4246.
- Ranjha, F. A., Pasha, S., & Shah, S. (2021). Do Female Head Teachers in Punjab, Pakistan, Receive Sufficient Family Support to Balance Domestic and Professional Responsibilities?. *Journal of Business and Social Review in Emerging Economies*, 7(1), 167-174.
- Reichel, J. (2023). *Don't Waste My Time: Characteristics of Professional Development That Mid-Career Teachers Say They Need* (Doctoral dissertation, University of St. Thomas (Minnesota)).
- Saleh, H. (2020). Enhance small medium enterprise (SMES) family business in Malaysia through e-marketing strategies. *International Journal of Scientific & Technology Research*, 9(2), 33206-33209.
- Saleh, H., & Lamsali, H. (2020). Fundamental general skills and engineering skills as an important skills for engineering graduates employability: a fundamental study. *International journal of scientific & technology research*, 9(2), 3370-3373.
- Saleh, H., & Shahidan, N. S. (2023). Work Stress and Its Impact on Employee Performance, Turnover, and Absenteeism: A Comprehensive Study at E & E Manufacturing. *International Journal of Magistravitae Management*, 1(2), 70-80.

- Saleh, H., & Wahab, N. A. A. (2024). Employers' Perspectives on Skills Falling Short, HEIs' Education System, and Graduates' Attributes: A Proposed Framework. *International Journal of Academic Research in Business and Social Sciences*, 14(8), 93-107.
- Saleh, H., & Wahab, N. A. A. (2025). Employers' Perspectives on Malaysian Graduates' Skills: A Contemporary Study. *Journal of TVET and Technology Review*, 3(1), 16-23.
- Singh, G. K. S., Sidhu, G. K., Ramasamy, R., Nair, S. M., & Derioh, M. M. G. (2024). Exploring New horizons in Professional Development: Teachers' shifting perspectives on postgraduate education. *Journal of Ecohumanism*, 3(8). <https://doi.org/10.62754/joe.v3i8.4825>
- Wahid, N. a. A., Wahid, S. N. S., & Yusof, Y. (2025). Work experience as a determinant of salary growth in Malaysia. *Randwick International of Social Science Journal*, 6(4), 341–350. <https://doi.org/10.47175/rissj.v6i4.1219>
- Zalli, E. (2024). Globalization and education: exploring the exchange of ideas, values, and traditions in promoting cultural understanding and global citizenship. *Interdisciplinary Journal of Research and Development*, 11(1 S1), 55-55.
- Zhao, W. (2024). A study of the impact of the new digital divide on the ICT competences of rural and urban secondary school teachers in China. *Heliyon*, 10(7).