

Empowering Educators: Training and Career Transformation for International School Teachers in Malaysia

Amuthavalli^{1*}, Raveendharan², Bala Shanmugam³

¹*Jesselton University College, Malaysia Email: lilyveen424@gmail.com;

²University Putra, Malaysia Shashveendharan@gmail.com ;

³ Jesselton University College, Malaysia bala@jesselton.edu.my

Abstract

This paper examines the essential function of focused training and ongoing career development initiatives in empowering educators at international schools in Malaysia, with the goal of improving educational standards and cultivating engaging learning environments. The research investigates the distinct challenges and prospects for professional growth and advancement within Malaysian international schools, taking into account the specific cultural and educational landscape. Utilizing a mixed-methods research approach, the study integrates quantitative surveys, qualitative interviews, and document analysis to offer a thorough insight into teachers' experiences. Initial findings reveal a strong link between access to high-quality, continuous professional development and increased job satisfaction as well as perceived opportunities for career advancement. In contrast, insufficient structured mentorship and leadership roles are recognized as major obstacles to long-term career transformation. The discussion underscores the importance of transitioning from generic training frameworks to tailored, context-aware, and career-focused professional development. The paper concludes with recommendations for both policy and practice that stress personalized development pathways, transparent career progression systems, and incentives aimed at attracting and retaining high-quality educators, thereby enhancing the ongoing success of international schools in Malaysia

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Introduction.

Education in Malaysia is a highly dynamic and changing system that is responding to nationwide agendas to revitalise teaching methods and student achievement (Balang et al., 2020; Yip et al., 2025). Notably, they emphasize 21st-century learning and seek to raise the national education system to global standards in Malaysia's policy, school and administration/leadership, and teacher professional advancement (Ag-Ahmad et al., 2023; Zuraini et al., 2025). The systemic evolution is especially pertinent to international schools, which, despite having more flexibility, are deeply intertwined with the national educational character through regulatory regimes as well as the larger professional development environment (Bush et al., 2021; Govindarajoo et al., 2025). This makes, in particular, an imperative to cultivate the expertise of educators and to provide viable pathways towards high quality education and the preparation of globally competent learners (Sivalingam, 2024), especially for international schools. In this research paper, we explore the crucial role that targeted training and sustained career transformation efforts play in empowering international school teachers in Malaysia to make a difference in quality education and provide a robust and dynamic atmosphere to learning (Suo, 2023). (Yacob et al., 2022). Literature Review. The current section critically reviews the relevant literature regarding teacher training, career development, and professional development in international schools and specific to Malaysian schooling settings. The review will contextualize

existing studies on teacher professional development in the Malaysian setting, and look into its impact on international school teachers, history, and current practices/training modalities as well as the success/failure of many of these (Kheng & Rusli, 2025; Pratyush, 2023). This will explore the key role that effective leadership is an effective method of supporting professional training and development for teachers in the complex landscape where a changing nature of professional development is evident (Sapian & Kamarudin, 2025) along with strong human resource management frameworks. Moreover, such integration is necessary as it resolves systemic differences between leadership practices and those in the area of teacher development in an effective manner to ensure that the professional developments are meaningful (Sapian & Kamarudin, 2025). The expanding demand for international schools in Malaysia and the opportunity to enhance educational standards do not go hand-in-hand with substantial research exploring instructional leadership approaches within the context of international schools (Velarde, 2017). The gap is intensified by the need to conduct investigation into how leadership models, specifically instructional leadership, directly reflect the efficacy of teacher practice and career paths in the contextualized operational environment of international schools (Suib et al., 2021). Hence, this review seeks to fill this gap by investigating the real challenges and opportunities encountered by international school teachers in Malaysia when it comes to professional development and career transformation

to critically analyze the role of leadership in enabling these functions (Sapian & Kamarudin, 2025; Velarde, 2017). Particularly, it will explore for instance ways in which principals and school leaders (under the local education system regulations) can strategically provide Human Resource development initiatives to improve teacher capabilities and competencies for competitiveness, in harmony with MOE's focus on raising personnel quality (Kadri et al., 2021; Thien & Liu, 2024). A discussion will be given as to how these interventions influence teacher retention and satisfaction and the quality of education of Malaysian international schooling (Sapian & Kamarudin, 2025). Such an approach should also address the specific requirements of different international schools, including diverse curricula and pedagogic paradigms that would require a specific PD programme (Said et al., 2023). (Pang & Wray, 2017). The International School Context in Malaysia. Given Malaysia's cosmopolitan nature and being a Muslim-majority country alone, we should note the role played by this distinct context on the practice structures and leadership in international institutions (Velarde, 2017). This complex interplay requires a multi-dimensional interpretation of how cultural and religious influences engage global educational imperatives to inform leadership (Said et al., 2023). Given the sudden growth of international schools in Malaysia from 66 in 2010 to 126 in 2017, it becomes an important study to focus on the phenomenon of instructional leadership in a Malaysian context in relation to a gap of scholarship about its influence on teacher development in this self-governing country of education (Velarde, 2017). This expansion also emphasises a need for the quality teachers to be able to understand different cultural contexts and deliver an elite quality education according to foreign students, thus highlighting the importance of leadership strategies with an effective focus and approach (Bailey & Gibson, 2019). The study focuses on one of them, instructional leaders of these schools, on how to create PLC's and how to engage more HR in the development of teachers and to retain them (Sapian & Kamarudin, 2025). Models and Effectiveness of Teacher Training Education Quality as well, can enhance the ability of teachers to develop as teachers when trained using different types of teacher development models (Sapian & Kamarudin, 2025). This investigation will cover conventional in-service training programmes as well as innovative peer-coaching mechanisms and the rapid adoption of digital learning platforms with a focus on assessing their effects on pedagogical outcomes and student engagement (Abdullah et al., 2020). The instructional coaching models which have also shown promise in providing well-targeted, context-embedded teaching support will be of primary emphasis here with the Malaysian educational context (Kho et al., 2020). Such approaches are crucial for closing the identified disparity between pedagogical leadership and teacher development activities, in order for educators to receive continuous high quality professional learning opportunities that ultimately lead to better classroom efficacy (Abdullah et al., 2020). To this end, this section

will critically evaluate different teacher training models such as traditional professional development workshops, mentorship programs and contemporary digital learning platforms to determine their impact in nurturing continuous professional development and adaptation among international school teachers in Malaysia. It will also consider whether these models have a potential for being adapted for the specific demands of international school contexts reflecting diverse curricula and multicultural student communities (Muthiah et al., 2020). Additionally, it will reflect the influence that instructional coaching has on improving teacher efficacy and how pedagogical knowledge translates into what students do in classrooms — and perhaps particularly so within the framework of emerging pedagogical paradigms such as the Industrial Revolution 4.0 (Kho et al., 2020; Razali et al., 2019). This exploration is critical in the search for best practices in teacher professional development that will support both educator competency development and improved learning and achievement in the diverse international school environment in Malaysia (Sapian & Kamarudin, 2025). This will comprise a discussion of how instructional coaching as a specific professional development tool has been broadly used throughout Malaysia to support teachers in improving teacher pedagogy and addressing different school performance levels (Kho et al., 2019). Theories and frameworks of career development. In this section, prominent career development theories including Super's life-span, life-space theory and Holland's theory of vocational personalities in work environments will be examined in order to understand the professional paths and psychological adjustments of international school teachers in Malaysia. These concepts will provide a theoretical framework through which a holistic perspective can be gained on how these educators utilize their career trajectories, assimilate to foreign cultural and educational environments, and seek professional development opportunities in an evolving international school landscape. Furthermore, this will also focus on analysing how job satisfaction, cultural integration, and opportunities for advancement shape their long-term commitment and career transformation in the Malaysian education industry (Leong & Said, 2024; Yan & Jamaludin, 2025). Issues and Opportunities for Educators in an International Contexts. Next, it will explore the particular difficulties and facilitators experienced by international school teachers in Malaysia in relation to factors such as cultural assimilation, visa laws, professional acknowledgment and career growth (Santos, 2020). It will continue to consider how educational leaders and human resource management practices in these international schools can contribute to the resolution of these issues and take advantage of certain opportunities to create a good professional (and supporting) environment for the teaching staff (Sapian & Kamarudin, 2025). This part would also consider how specific professional development interventions such as instructional coaches training programs in teaching pedagogy is necessary to equip teachers with tools to handle and respond adequately to these complexities

(Kho et al., 2019). Methodology. Here we describe the organized manner in which we analysed the various dimensions of educator empowerment, professional development and career change among international school teachers in Malaysia (Santos, 2020). Using qualitative interviews with international school leaders and teachers, a quantitative survey to evaluate professional development requirements and professional satisfaction and a document analysis to examine training protocols and career progression paths (Kamarudin & Wahab, 2022; Kamrozzaman & Ammasiemuthusamy, 2025), this mixed-methods study triangulates. This holistic perspective enables a deeper insight into the complex dynamics that inform teacher professionalism and retention in this unprecedented education context (Leong & Said, 2024). The simultaneous use of these methods seeks to gain a thorough insight into the mechanisms through which training initiatives and career pathways support and contribute to the long-term professional development and retention of international school teachers in Malaysia (Germain et al., 2023). Research Design. This study will use a mixed-methods approach, that involves quantitative surveys and qualitative interviews in order to explore the training, career transformation on international school teachers in Malaysia. This strategy has been carefully selected as a blend of complementary quantitative and qualitative approaches, enabling comprehensive and expansive data gathering regarding trends and correlations, as well as rich personal experience and understanding of individuals (Leong & Said, 2024). It employs a convergent parallel mixed-methods design, in that qualitative and quantitative data will be collected in parallel to each other and amalgamated in the process of analyzing the data in order to obtain a comprehensive and a sophisticated interpretation of research issues (Germain et al., 2023; Zhang, 2023). Participants and Sampling. For the quantitative survey portion, participants will be selected using stratified random sampling method across a representative sample of international school teachers from different fields and regions in Malaysia. For the qualitative interviews, a purposive sampling protocol will be chosen to choose international school leaders and experienced teachers that can provide rich information on their personal experiences in specific circumstances regarding professional development and career pathways within their institutions (Leong & Said, 2024). This strategic selection of subjects seeks to ensure not only the external validity of quantitative findings across the varied international school contexts but also to capture rich, situated qualitative stories of professional development and career growth (Khan et al., 2025; Krishnappan, 2024; Pratyush, 2023). Data Collection Instruments. The main instrument for quantitative data collection is a survey questionnaire borrowed from existing instruments, such as the OECD Teaching and Learning International Survey, that assesses teachers' occupational development satisfaction and career development perceptions on the Likert-type scale (Omar et al., 2022). In contrast, qualitative data will be collected from semi-

structured interviews, developed to understand participants' lived experiences, perceptions, and perspectives regarding the effectiveness of training, career and professional development problems, and aspirations in the Malaysian international school setting (Darjati & Başar, 2024; Grünwald & Henriksen, 2013; Hemawati, 2025). They are used to triangulate findings and to provide a multi-faceted understanding of the variables that are important for creating teacher empowerment and career change (Yulin & Danso, 2025).

Data Collection Instruments. The quantitative data collection instrument will be a questionnaire based on existing survey instruments such as the OECD Teaching and Learning International Survey questionnaire for measuring teachers' professional development satisfaction and career path perception on a Likert-type scale (Omar et al., 2022). In contrast, semi-structured interviews will be conducted to allow qualitative data to be obtained that explore participants' lived experiences, perceptions, and perspectives of the effectiveness of the training, career challenges encountered, and professional advancement opportunities in the Malaysian international school context (Darjati and Başar, 2024; Grünwald and Henriksen, 2013; Hemawati, 2025). They are selected to triangulate findings and confirm validity by cross-referencing data from different sources whilst understanding the various mechanisms that are likely to affect teacher empowerment and career transformation (Yulin & Danso, 2025). Data Analysis Procedures. Descriptive and inferential analyses will be performed on the quantitative data from the survey by means of frequencies, percentages, means, standard deviations, t-tests, and ANOVA indicating trends and associations in professional development, job satisfaction, and career development and advancement. Qualitative data collected through the semi-structured interviews will be thematically analysed by using thematic analysis to identify recurring themes, emerging patterns, and divergent perspectives of the efficacy of training programs and facilitators, barriers and facilitators of transforming the career of international school teachers in Malaysia. This combination of qualitative and quantitative findings will, therefore, allow for a more comprehensive perspective of the intertwined relationship between leadership styles and teacher job satisfaction (Zhang, 2023). Ethical Considerations. Ethical precautions for the rights and welfare of participants will be taken throughout this study and the obtaining of informed consent is assured, participants remain anonymous and responses will be kept confidential. With the participants, they will be informed in a fully understandable way of the research purpose, data to be utilized and their right to withdraw at any time without retaliation before their time in the study. All data will be saved anonymously, in a secure location, and available only to the research team for additional protection of identity and sensitive information (Thão et al., 2024). Ethics approval will be acquired from the appropriate institutional review boards before the commencing of data collection, in line

with the research guidelines for human subjects (Konyrova, 2024). Consent from all schools and educational authorities that participate in the research will ensure full compliance with local regulations and access to data (Barman, 2023). Such an ethical compliance maintains the credibility and integrity of the research findings needed to inform effective practice to empower educators and reshape career pathways in the international schools landscape of Malaysia (Pratyush, 2023). The synthesization of quantitative and qualitative data will be carefully executed to identify large-scale trends and deep insights that will underpin a comprehensive evidence base for policy recommendations specific to refining training and career growth programs for international school teachers (Vikasitha & Bhat, 2024). This integration of the data allows nuanced understanding of how to identify the connections between professional development, teacher empowerment, and career progression, for practical significance for all educational stakeholders (Mekheimer, 2025; Scott & White, 2024; Uzorka et al., 2024). Findings. Based on a preliminary analysis of the data collected, a number of major trends and associations regarding the effectiveness of professional development programs, as well as their influence on the career satisfaction and progression of Malaysian international school teachers are indicated. In particular, a strong relationship has been found between quality, continuous professional development resources and teacher satisfaction with teachers' career development and job satisfaction levels and perceived career progression (Alruqi & Alharbi, 2022). This indicates that investment in quality training interventions may play a constructive role in higher teacher retention and professional development among teachers in this domain (Cabahug et al., 2024; Gao & Chen, 2024). On the other hand, early research reports also show a significant perception that absence of formalized mentorship programs and relatively few leadership positions are barriers to sustained career change in the future, for most international teachers, according to preliminary evidence and interviews (Hishan et al., 2020). Such early findings highlight the essential importance of broad professional development interventions beyond one-shot training programs and the importance of continuing support and multiple career progression pathways (Leong & Said, 2024). Additional inquiry focuses on the particular qualities of teacher professional development programmes that are most effective in influencing teacher satisfaction with regard to classroom practice, opportunities for cooperation and collaboration, and fit with individual career aspirations (Omar et al., 2022). Overall, this study offers insights into the professional development preferences and expectations among international school teachers in Malaysia, and that younger school teachers value innovative pedagogical instruction and foreign collaboration much more than do older school teachers (Yaakob et al., 2020). It is a recent development, consistent with the wider literature highlighting that professional development is essential for increasing teacher efficacy, satisfaction and

sustainability in jobs (Srivastava, 2025). Moreover, by focusing on professional development processes that teachers believe as immediately relevant to their teaching field, such as training workshops and courses, the research supports earlier findings emphasizing the significance of practical relevance in training programs (Yaakob et al., 2020). Current State of Training Provisions and Perceptions. Professional development within Malaysian international schools appears to be mixed: some instructors are served with in-depth and pertinent training while others are worried about discontinuity and quality of offerings by the program (Srivastava, 2025). Currently, many teachers express that existing educational programs are also implemented top-down and cascade-oriented based models (Kabilan et al., 2025). This minimal effectiveness indicates that greater focus is on teacher-oriented methodologies that take into account diverse learning modalities and individual professional development aspirations (Omar et al., 2022). The primary findings also indicate that teachers tend to prefer an active workshop experience over lecture-based delivery of content, especially if it responds specifically to tangible classroom requirements like English literature, phonics, and literacy (Pang & Wray, 2017). Such preferences demonstrate a disconnection between existing training provisions and educational requirements for educators to improve their teaching practice and facilitate career advancements (Pang & Wray, 2017). The findings of this study indicate that current professional development models must be re-assessed and critically assessed for their responsiveness to international school educators' multifaceted, dynamic professional needs (Pang & Wray, 2017). A large number of educators express a strong desire for opportunities for professional development which would translate into formal qualifications, such as Master's degrees, which suggests a motive which also motivates more career progression beyond learning skills alone (Tanjung & Kurniawan, 2024).

Anecdotal evidence indicates that training programs are effective at transforming classroom pedagogy and ultimately the outcome for students (Thào et al., 2024). While initial analyses show that there are training interventions (e.g., classroom activities and learning outcomes, cohort-based) that directly translate new instructional strategies and techniques into practice, some such interventions, given in a cascade model have a relatively weaker impact on classroom practices later on (Yusof & Sulaiman, 2024). This flattening of content and pedagogical intent emphasizes the need to design training programmes that prioritize enduring involvement and context-based use, transcending short-term workshops to drive profound organizational changes in instructional approaches (Sok & Heng, 2023). In particular, educators expect hands-on exercises instead of theoretical knowledge as an important provision for professional learning opportunities, so they can adopt practices in the classroom of teachers on the job in their teaching (Pang & Wray, 2017). Teachers are also noted to be struggling to translate theory into

practical implementation in the classroom where the emphasis on practical relevance and the availability of sufficient scaffolding and opportunity to try out the theories are not seen to be effective (Kheng & Rusli, 2025). Another major area of frustration is training on data interpretation, such as educational technology, which teachers express; the majority are dissatisfied with the development of a knowledge base that focuses predominantly on technician's task configuration not the meaningful analysis of the results of the screening process that would help them to make any sense of the results and to incorporate the evidence with their instructional planning (Ozernov-Palchik et al., 2025). This raises a clear need for professional development that doesn't just teach theoretical knowledge but also solidifies teachers the skills necessary to utilize newly developed knowledge in implementing it further, which can be an important factor in tailoring the new knowledge to a different classroom (Dhamotharan & Loh, 2019). The connection among professional development, career growth, and job satisfaction is complex, and opportunity for promotion for international school teachers in Malaysia can also relate to the quality and relevance of their training (Tanjung & Kurniawan, 2024; Aküzüm & Arslan, 2023). Professional development and satisfaction for teachers. In particular, teachers who carefully planned professional development activities are reported to be more satisfied with their professional development than others because the subject matter knowledge improvement and teaching practices improve, leading to their professional development; their satisfaction can result in better instructional practices with the result of professional development improvement and motivation (Yen et al., 2024). This interdependent relationship emphasizes the value of effectively tailored, design professional development protocols that provide not only for teachers' mastery of new competencies, but also clear career pathways and career progression and development opportunities leading to career recognition, thereby minimizing burnout and promoting retention that are beneficial for professional growth in the profession (Oblina et al., 2021; Srivastava, 2025). Although competitive salaries and benefits (e.g., relocation bonus and tuition compensation) are frequently identified as central drivers for the employment of expatriate teachers, insufficient career development options are perceived as significant barriers to long-term career satisfaction and retention in international schools (Norris & Shriner, 2024; Srivastava, 2025). Influences on the Transformation of a Career. Further examination of determinants of career transformation illustrates that intrinsic motivators—such as the potential for leadership roles, involvement in program design and guidance (Yen et al., 2023)—go hand in hand with extrinsic reasons as they have an influence on the professional development (long-term career) trajectory of educators. These traits that come to one's disposition are one of the most prevalent features that influence job satisfaction and commitment towards international education which further helps their

decisions to stay in the system at the international school level (Omar et al., 2022; Srivastava, 2025). Moreover, international teachers need continuous professional development that is aligned with international best practices and providing them with meaningful skills to remain successful and continue to satisfy changing pedagogical needs (Rosmalily & Woollard, 2019). And these professional development programs (especially ones related to classroom management and effective student engagement) are essential to promote self-efficacy and job satisfaction in teachers (Shen et al., 2018). Discussion. For this section, the previous findings are critically approached and analyzed, giving the combined effect of professional development and advancement of career development on teacher satisfaction in Malaysian International Schools. Its study seeks to find out not only how personalized and specific training programs can directly affect teaching practice, but also to add to every aspect of the career path of an educator and personal fulfillment in complex globalized education (Mo & Morris, 2024; Omar et al., 2022). Such analysis highlights the importance of transforming from generic, one-size-fits all training into personalized professional development models that can truly give teacher practitioners the tools to grow a dynamic and sustainable teacher workforce (Oblina et al., 2021). This will lead to the next section outlining specific approaches which schools could consider in their professional development frameworks so that these kinds of training/career opportunities are not just delivered, but instead aligned with the goals and aspirations of individual teachers and the larger goals of the institutions. It will also emphasize the role of inclusive leadership and management practices in nurturing intrinsic motivation in schools, which is essential for nurturing their lifelong professional development (Tang et al., 2023). Theoretically this can include creating clear paths for career progression, as well as equitable access to professional development resources and research funding, to support teachers in their process of ongoing professional learning and development (Liu et al., 2025). Alignment with Current Literature. The need for career pathing, both for teaching and non-teaching positions, for this paper's relevance is highlighted with focus on career pathing that integrates the professional growth of all members of the educational ecosystem (Cahilog et al., 2023), emphasizing the significance of development in the career pathway as not only a professional-path for teachers, also non-teaching roles, but for everyone at any level of the educational process. Such a view is congruent with the general academic debate concerning talent management within educational centres, as it encourages organization of structured development pathways to promote job satisfaction and retention across all staff (in general, not only in teaching positions) (Liu et al., 2025). Consistent with this point of view, it has been found in previous research that teacher well-being and issue resolution as well as professional development programs have strong roles on job satisfaction and retention, which is consistent with

results across many educational settings (Liu et al., 2025; Omar et al., 2022; Yen et al., 2024). This is particularly the case in international school contexts, where differing cultural experiences and pedagogical paradigms require flexible and contextually appropriate professional development opportunities for lifelong pedagogical motivation and performance (Santos, 2020; Tanjung and Kurniawan, 2024). Furthermore, to reward teachers when they are successful and to grant opportunities of leadership and decision making opportunities related to the school community is a very powerful way educators feel valued and committed (Santos, 2020). These activities derived from Self-Determination Theory promote autonomy, competence, and relatedness, satisfying psychological-level needs and motivating teachers personally (Matei et al., 2025). Furthermore, if teachers have the right to express their opinions and be a part of the organization, their engagement and dedication could be raised significantly (Nurjaman, 2023).

Teacher Professional Development Implications. This section explores the vital implications for creating and implementing effective professional development programs that truly empower international school teachers in Malaysia and how effective they can be, strategies that guide their career transformation and improve their pedagogical efficacy to become permanent in the profession. This needs to be a departure from generic and traditional models to be individualized with recognition of teachers' various needs and objectives in a multicultural learning environment (Gao & Chen, 2024; Pratyush, 2023). This requires the move towards context-sensitive, culturally responsive, and career-focused professional development tailored to cross-cultural adaptability and sustainable teaching innovation (Wang et al., 2025). The programmes should also be designed to accommodate for gender disparities in satisfaction levels, which may mean that there is a need for more tailored or gender-specific professional development to meet particular needs and expectations (Yen et al., 2024).

Policy/Practice Recommendations. In this section concrete policy and practical suggestions are provided for maximizing professional development frameworks and career promotion opportunities for international school teachers in Malaysia, with an emphasis on approaches that improve teacher motivation and satisfaction with individualized support and incentivization (Marcial et al., 2024; Omar et al., 2022). These recommendations are designed to help develop an environment to motivate and sustain the quality of teachers, so that the region will continually raise the level both of quality education overall, and the professional standards achieved in education. Chief among these is the need for solid, customized professional learning pathways that meet the needs of teachers individually, with the goal of directly linking training results to leadership and specialist experiences (Tang et al., 2023).

Conclusion. Such an approach, based on continuous improvement and adaptive and flexible strategies, is essential to create a resilient and high-performing teaching workforce (Govindarajoo et al., 2025). As a result, it is essential to continuously judge

and tweak professional development options to remain relevant and effective in the changing educational terrain (Marcial et al., 2024). This guarantees educators are not only familiar with the newest pedagogies and subject matter knowledge but also capable of responding well to new challenges and opportunities that arise in the realm of international schools (Yen et al., 2024). It has become a standard for quality of education improvement, not to mention for sustainability of international schools in Malaysia (Said et al., 2023), and it is in line with demand for a more coherent and coordinated professional development initiative (Said et al., 2023), thus making professional development an effective instrument for quality education in Malaysia. This involves ongoing professional enhancement via contextualized workshops and collaborative learning spaces to share information and also regular reviews of the curriculum facilitated by teachers and subject experts (Jasiah et al., 2024). Such actions would enable an active educational ecology to address global trends and local challenges, which is essential (Juma, 2024). In addition, adopting technology in professional development programs, including online collaboration platforms and educational technology literacy training for educators, can dramatically improve their scope and impact (Al-Kubaisi, 2024). Also, in terms of content delivery and pacing of learning through these programs, flexible provision can be provided for the various experiences of teachers with differing backgrounds and thus teachers can interact with the learning material at their preferred pace (Marcial et al., 2024).

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