

Professional Development Needs of English Language Teachers in Myanmar: A TPACK-Based Study

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Abstract

This study investigated the professional development (PD) needs of English as a Foreign Language (EFL) teachers in Myanmar through the lens of the Technological Pedagogical Content Knowledge (TPACK) framework. Using a quantitative and qualitative research design, data were collected from 105 EFL teachers across primary, secondary, and tertiary educational levels via a structured questionnaire. The findings revealed a generally moderate level of perceived professional development need across all TPACK components. Among individual domains, teachers reported higher perceived needs in pedagogical knowledge, particularly in areas related to developing students' critical thinking skills and classroom management strategies. Variation in perceived needs was observed across educational levels, with primary teachers indicating higher pedagogical and technological pedagogical knowledge needs, while secondary and tertiary teachers reported moderate levels in these domains. Technological pedagogical knowledge (TPK) was also identified as a notable perceived need, particularly for technology-integrated assessment, peer coaching, and alternative assessment. In addition, teachers' participation in professional development appeared to be influenced by several reported barriers, particularly lack of time due to heavy teaching workloads and limited financial support. Teachers reported preferences for school-based professional development, peer observation and coaching, as well as online learning formats such as webinars. The study highlights the importance of context-sensitive, needs-based professional development programs that address both pedagogical and technology integration challenges faced by EFL teachers in Myanmar.

Keywords: needs analysis, professional development, EFL teachers

Introduction

In today's globalized world, new teaching methods and technologies are becoming increasingly common in EFL education, especially after the global pandemic. As education continues to evolve, technology plays a vital role in improving teaching methods, learning experiences, and overall outcomes (Li & Zhang, 2025). These challenges often prevent teachers from reaching their greater academic and professional development. According to Zhao and Watterston (2021), the COVID-19 pandemic provided a unique opportunity to reshape education as it affected schools across the

world, allowing teachers and students to reconsider the kind of education truly needed instead of continuing with outdated systems.

Building on these developments, educational practices have undergone further changes in relation to teaching approaches, subject matter delivery, and the use of digital technologies in the classroom. The shift toward more flexible and technology-enhanced learning environments has required teachers to reconsider traditional methods of instruction and adopt more student-centered and interactive approaches. Teachers have been required to modify their instructional approaches, adapt content delivery, and implement alternative assessment methods, while also engaging students through online and blended learning environments (UNESCO, 2022). This transformation has not only increased the complexity of teaching but has also placed greater demands on teachers' ability to effectively combine different types of knowledge in their daily practice.

In the context of Myanmar, these challenges are further intensified by limited technological infrastructure, unequal access to digital resources, and varying levels of teacher preparedness for online instruction (Sein, 2022; Aung, 2025; Oo & Deocampo, 2025). In many cases, teachers must navigate these constraints while still attempting to maintain the quality of instruction, often with minimal institutional support or training opportunities. At the same time, many EFL teachers continue to face challenges in effectively translating English language content into meaningful classroom instruction, particularly in large and resource-constrained classrooms (Khin, 2025). These difficulties can affect not only the delivery of lessons but also student engagement and overall learning outcomes.

As a result, the ability to integrate content knowledge, pedagogy, and technology has become increasingly important for effective teaching practice rather than an optional skill (Harris et al., 2009). For EFL teachers in particular, these demands are even more pronounced, as language teaching relies heavily on interaction, communication, and the use of varied instructional strategies. Therefore, understanding teachers' needs across these interconnected areas is crucial for supporting their professional development in the Myanmar context, especially in the post-pandemic period, where adaptability and innovation in teaching are more important than ever.

Although Myanmar was under British rule for 50 years, the English proficiency of its people remains very low. One reason is that EFL teachers in Myanmar often rely solely on the Grammar-Translation Method. Students study English for nearly 10 years in school, yet Myanmar has consistently ranked around 93rd globally from 2020 to 2025, indicating persistently low English proficiency (EF Education First, 2024). Additionally, the EfECT Project (2014), conducted by the Ministry of Education and the British Council Myanmar, found that a total of 2,222 EFL teachers were assessed across different institutions. The baseline test results showed low average scores in reading (22.2), listening (21.6), grammar and vocabulary (23.5), speaking (11.9), and writing (19.9). Using the Aptis assessment system, teachers' reading and listening skills were at B1 level on the CEFR scale, while speaking and writing were at A2 level (British Council, 2020). These findings suggest that low English proficiency may be influenced not only by teachers' language ability but also by their pedagogical practices and access to professional development. In this context, it is important to examine teachers' professional development needs, particularly in relation to pedagogy

and technology integration, in order to better understand how classroom practices can be improved to support students' English learning outcomes.

According to Pannasami et al. (2020), many English teachers in public schools lack proper training and motivation to improve their skills. This highlights the need for a stronger education system in developing countries like Myanmar, where education plays a key role in helping people succeed in society. Many countries are doing their best to keep up with these changes. However, EFL teachers in Myanmar still face many difficulties, such as political instability, lack of support, limited time, and few opportunities to develop professionally (Aung, 2025). In teacher-specific study, Oo and Fernandez Deocampo (2025) identified narrative accounts of English teachers struggling with proficiency and pedagogical demands in Myanmar's evolving educational context. Thus, it is clear that Myanmar teachers still need to improve their English proficiency and pedagogical skills to meet teaching demands and support student learning.

Literature Review

Professional development of English language Teacher in Myanmar

English language teachers play a crucial role in the success of EFL learners because their teaching style, knowledge, and support help students learn and use English better. Most teachers have a very positive attitude toward professional development, particularly in areas like lesson planning, teaching methods, language skills and the use of ICT (Aung, 2025; Wati et al., 2025; Poonpon, 2021). Before the COVID-19 pandemic, most EFL teachers mainly relied on face-to-face teaching methods in the classroom (Zhang et al., 2021; Isaee and Barjesteh, 2023). However, the demand for technology in education was already rising rapidly in many developed countries. During and after the pandemic, this demand grew even more, with online tools such as Zoom and other digital platforms becoming essential for teaching and learning (Zhang et al., 2021). Therefore, EFL teachers in developing countries like Myanmar need to strengthen their professional development, particularly in technology integration and language skills (Machmud et al., 2021).

Many countries are working hard to improve EFL teacher professional development, and each country has its own approach to supporting teachers. In Myanmar, numerous training projects and programs have been offered to EFL teachers at all levels. In alignment with UNESCO's recommendation, the Ministry of Education (MOE) is implementing its National Education Strategic Plan 2021-2030, which emphasizes the integration of digital tools and modern pedagogy. In accordance with the National Education Strategic Plan (2021-2030), education reforms are being implemented, guided by the Teacher Competency Standards Framework (TCSF). These reforms include enhancing teachers' capabilities to implement new teaching methodologies, providing reskilling, upskilling, and Continuous Professional Development (CPD) for all teachers and administrative staff, and reforming the assessment system alongside providing scholarships. Furthermore, for a quality education, the English language proficiency and ICT skills of all teachers and staff are considered both fundamental and critically important (New, 2020).

Myanmar TESOL Association, founded in 2013, is a non-profit organization that supports English teachers in Myanmar. It promotes professional development (PD) by sharing ELT experiences and research locally and internationally, organizing free training events and virtual conferences, and offering online support for remote teaching (Myanmar, 2013). Additionally, the Mobile Education Partnership (MEP) has been supporting education in Myanmar for over 20 years, focusing on individuals affected by war, poverty, and oppression, regardless of ethnic or religious background. The organization implements various initiatives, including teacher training and Cambridge English programs in Mawlamyine (Mon State), Myitkyina (Kachin State), and Mae Sot along the Thai–Myanmar border. Through its work with refugees and marginalized communities, MEP provides educational support and professional development opportunities. As an education-focused organization, MEP emphasizes teacher training integrated with English language instruction, leading to internationally recognized Cambridge certifications, with the aim of improving life opportunities for learners in disadvantaged contexts (MEP, n.d.).

In 2014, the British Council organized one of Myanmar’s largest PD programs for EFL teachers, called English for Education College Trainers (EfECT). The EfECT project in Myanmar followed a detailed plan for both its design and how it measured success. Assessments were carried out a wide range of pre-, mid-, and post training to study and understand the impact of the program. The project (EfECT) lasted two years, with British Council and VSO trainers working with 2,222 teacher educators across the country (British Council, 2015). Its main goals were to improve teachers’ English proficiency, increase their knowledge of effective teaching methods, strengthen their training abilities, and help them use modern teaching materials more effectively. Data from questionnaires, tests, classroom observations, interviews, and written reflections were used to evaluate how the project influenced teachers’ understanding of teaching methods, practical skills, reflective thinking, and professional confidence. Overall, the outcomes were positive, showing improvements in teachers’ English proficiency, confidence, teaching knowledge, and classroom performance especially in using interactive teaching methods (British Council, 2016).

Despite the training programs and workshops provided for English teachers, there is little evidence to show whether these programs truly meet the teachers’ needs (Poonpon, 2021). Assessment skill is fundamental component in teacher professional development. Many studies show that teacher training or PD programs often fail to align with teachers needs in many countries, especially in developing countries as they usually overlook on assessment of teachers’ PD needs (Mekie & Gezahegn, 2023; Akcor & Ergul, 2025). Training programs that are developed without first assessing teachers’ needs may lead to ineffective outcomes. To address this issue, teachers’ needs should be carefully assessed before organizing training programs or workshops.

Need Analysis for Professional development

Needs analysis in PD is the process of identifying and analyzing the challenges, problems, and opportunities that teachers face in their teaching contexts to determine what they need to learn, know, and do to enhance their professional growth and improve student learning (Widodo, 2018). Needs analysis is important as it helps policymakers, administrators, and schools identify teachers’ professional learning needs, align training with actual classroom practice, prioritize resources, and design

targeted PD programs that are relevant, effective, and sustainable (Darling-Hammond et al., 2017; Cuiccio & Husby-Slater, 2018).

According to McGowan (2023), when professional development (PD) is designed based on teachers' identified needs, educators report higher satisfaction and greater application of new strategies in their classrooms. Needs assessment surveys provide teachers with a voice in shaping PD, validate their perspectives, and highlight shared concerns among colleagues. Most teachers implemented multiple practices learned from PD, demonstrating its relevance and practical impact. Quantitative findings further support this, showing an increase in the mean use of PD strategies in the classroom from 1.25 previously to 2.63 currently. These results underscore the importance of aligning PD content with teachers expressed needs to ensure professional learning is both effective and meaningful.

To sum up, needs analysis is a systematic process that helps educators and administrators identify, understand, and address areas where teachers require professional growth. It involves evaluating the gap between teachers' current knowledge, skills, and practices and the desired competencies needed to enhance instructional effectiveness. Conducting a needs assessment is a critical first step in designing PD programs that are targeted, relevant, and likely to improve both teacher performance and student learning outcomes. (Cuiccio & Husby-Slater, 2018).

Previous Studies

As far as I am aware, only a few studies have examined the PD needs of EFL teachers in Myanmar. These studies, which focused on English teachers, found that they have limited training opportunities, insufficient institutional support, and low English proficiency. The findings also show that teachers prefer PD in teaching methods, understanding students, and attending workshops, and they consider instructional technology and pedagogical knowledge to be the most important areas for improvement. (Thu, 2025; Oo & Deocampo, 2025; Sein, 2022; Aung, 2025). These priority areas correspond closely to the core domains of the TPACK framework, particularly pedagogical knowledge (PK) and technological pedagogical knowledge (TPK).

For example, Sein (2022) conducted a study with 93 university English teachers in Myanmar to explore their PD needs. The results showed that the top priority for teachers was Teaching Skills and Methods, followed by Understanding Students as the second most important area. The next preferred areas were Attending Conferences and Seminars and Workshops. These findings primarily reflect teachers' need to strengthen their pedagogical knowledge (PK) within the TPACK framework. The study also found that many English teachers in Myanmar had not received formal teacher training before entering the profession, which explains why so many identified Teaching Skills and Methods as a key development need. In contrast, teachers in higher education appeared to be more knowledgeable about current teaching methods and more confident in their classroom practices.

Similarly, Aung (2025) explored the perceptions, needs, provision and participation of 24 Burmese EFL teachers regarding professional development, comparing teachers from Myanmar with those from other countries, including ASEAN countries and Japan. The qualitative findings indicated that teachers required more opportunities, such as scholarships and fellowship, to improve their PD through

workshops and seminars. The study also highlighted those teachers needed further training in classroom management, assessment skills, and the integration of ICT into their teaching. Within the TPACK framework, classroom management and assessment skills relate mainly to pedagogical knowledge (PK), while ICT integration reflects technological pedagogical knowledge (TPK).

In the study of 15 faculty members, department chairs, and senior administrators from Myanmar, technology was also identified as a significant area of concern. A common theme in the participants' responses was the absence of structured PD programs and the limited access to such opportunities for most staff. Participants also frequently highlighted their concerns about the shortage of PD options and the challenges they face in improving their teaching and technology skills (Thu, 2025). This again suggests gaps in both technological knowledge (TK) and its pedagogical application (TPK).

Additionally, some studies have emphasized that teachers need to improve both their language skills and pedagogical abilities. For example, Oo and Deocampo (2025) reported that Myanmar EFL teachers have received insufficient training in teaching methods and have low language proficiency. Another studies (Oo & Deocampo, 2025; Ulla, 2018) also found that teachers need to improve their language proficiency, which is essential for effective classroom communication and quality English instruction. From a TPACK perspective, language proficiency can be viewed as part of teachers' content knowledge (CK), which interacts with pedagogical knowledge in effective English teaching.

Teacher training in Myanmar often follows a top-down approach and is rarely based on teachers' actual needs, especially in government schools (Ulla, 2018; Bank, 2018). Moreover, there are only a few studies on needs analysis, and most of them focus on a single level or location, which makes it difficult to apply their findings to all teachers. In addition, the frameworks for PD in these studies are not clearly defined. Drawing on the findings of previous studies, key areas such as teaching methods, classroom management, assessment, language proficiency, and technology integration were identified as recurring professional development needs. These areas were then systematically mapped onto the TPACK framework to guide the development of the questionnaire. For example, teaching methods and classroom management were categorized under pedagogical knowledge (PK), language proficiency was considered part of content knowledge (CK), and technology integration was aligned with technological pedagogical knowledge (TPK) and technological knowledge (TK). This mapping informed both the selection of questionnaire domains and the categorization of individual items within each TPACK component.

Therefore, this study extends previous research by providing a more structured way of understanding EFL teachers' professional development needs in Myanmar. It uses the TPACK framework to organize these needs into content, pedagogical, and technological areas. It also compares teachers' needs across different educational levels, giving a clearer and more context-based understanding of their professional development requirements.

Technological Pedagogical Content Knowledge (TPACK) Framework

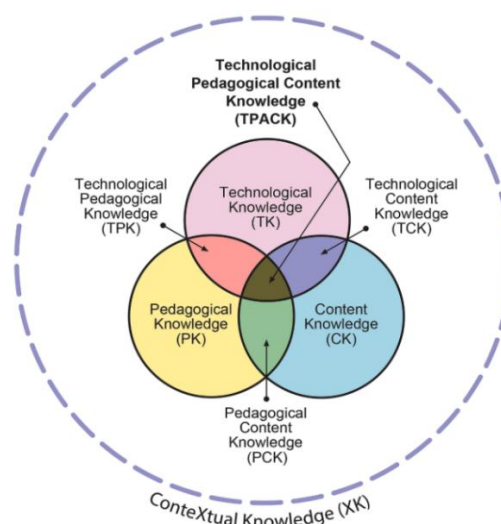
The Technological Pedagogical and Content Knowledge (TPACK) framework is widely recognized as a key model that outlines how teachers effectively use technology alongside their teaching methods and subject knowledge (Petko et al., 2025). TPACK was created almost 20 years ago by Punya Mishra and Matthew J. Koehler, expanding on Lee Shulman's idea of Pedagogical Content Knowledge (PCK). This framework explains how the three main areas of a teacher's knowledge (technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK)) are connected and work together in teaching. More recently, the TPACK framework has been updated to include a new area called "Contextual Knowledge" (XK), which focuses on teachers' understanding of different educational environments which is important for both practitioners and researchers (Petko et al., 2025).

Content knowledge (CK) means teachers understand the subject they teach, including its ideas, theories, and ways to explain it clearly. Pedagogical knowledge (PK) is about knowing how to teach well such as planning lessons, managing the class, assessing students, and understanding how they learn. Technological knowledge (TK) focuses on using digital tools and resources to make learning more effective and engaging. More recently, Contextual knowledge (XK) involves understanding the educational environment, including factors at the classroom level, school level, and broader societal or technological influences that affect teaching and learning.

The framework also emphasizes how these types of knowledge intersect. Pedagogical content knowledge (PCK) links teaching strategies with subject matter, technological content knowledge (TCK) connects technology with content learning, and technological pedagogical knowledge (TPK) focuses on integrating technology into instructional methods. More recently, contextual knowledge (XK) has been incorporated, highlighting the importance of understanding the educational environment, including classroom, school, and broader societal or technological factors. Mishra and Koehler (2006) note that TPACK is flexible, allowing educators to adapt it to different teaching contexts.

Figure 1

The Updated TPACK Model



In the context of Myanmar, where teachers face challenges such as limited access to professional development, reliance on traditional teaching methods, and increasing demands for technology integration, a comprehensive framework is needed to examine multiple aspects of teacher knowledge. TPACK is particularly suitable for this study because it allows for the simultaneous examination of content knowledge, pedagogical practices, and the use of technology in teaching. This is important in the Myanmar EFL context, where improving teaching quality requires not only strengthening language proficiency but also enhancing instructional methods and the effective use of digital tools. Therefore, TPACK provides a relevant and structured framework for identifying teachers' professional development needs across different domains.

Research Questions

Professional development is widely recognized as crucial for enhancing teaching quality and improving student learning. However, existing research on EFL teachers' professional development needs in Myanmar remains limited in several important ways. First, most studies have focused on a single educational level, such as primary or tertiary education, without providing cross-level comparisons across primary, secondary, and tertiary teachers. Second, although some studies have identified general areas of need such as teaching methods, classroom management, and technology integration, few have systematically examined these needs through a theoretical framework such as TPACK to distinguish between content, pedagogical, and technological knowledge. Third, limited attention has been given to how teachers' professional development needs have evolved in the post-pandemic context, where online learning and digital tools have become more prominent in education systems.

To address these gaps, the present study investigates the professional development needs of EFL teachers across primary, secondary, and tertiary levels in Myanmar's evolving educational context. It examines teachers' needs in content, pedagogical, and technological knowledge through the TPACK framework, along with their preferences for training formats, types, and organizational structures.

1. What are the PD needs of EFL teachers in Myanmar in terms of pedagogical (PK), technological (TK), and content knowledge (CK)?
2. What preferred PD formats and perceived barriers affect EFL teachers' participation in PD in Myanmar?
3. Are there differences in patterns of PD needs across primary, secondary, and tertiary levels?
4. Which TPACK component (TPK, PCK, or TCK) represents the weakest area of PD among EFL teacher in Myanmar?
5. What is the overall level of PD need for TPACK among EFL teachers in Myanmar?

Methodology

This study used a questionnaire to collect data from in-service English language teachers working at primary, secondary, and tertiary levels in both international and government schools across Myanmar. Participants were recruited using a convenience sampling technique based on accessibility and availability. The sample included teachers from different educational levels; however, the number of participants was uneven across groups, with a relatively smaller number of tertiary-level teachers compared to primary and secondary levels due to limited accessibility to higher education institutions. The purpose of the study was to examine teachers' professional development needs in the areas of content knowledge, pedagogical knowledge, technological knowledge, and language knowledge. The study also aimed to identify their preferences for training formats and organizational arrangements. Descriptive statistics, including mean, standard deviation, and percentage, were used to analyze the responses, particularly for Likert-scale items and background information.

Participants

The study involved 105 English language teachers from four regions of Myanmar. Most participants were from the southern part of the country ($n=61$, 58.1%), followed by the northern region ($n=20$, 19%), the eastern region ($n=17$, 16.2%), and the western region ($n=7$, 6.7%). The majority of respondents were female 86 (81.9%), while 17 (16.2%) were male and 2 (1.9%) preferred not to disclose their gender. Participants' ages ranged from 20 to over 55 years. The largest age group consisted of teachers aged 30–39 ($n=48$, 45.7%), followed by those aged 20–29 ($n=33$, 31.4%), 40–49 ($n=19$, 18.1%), and those aged 50 and above ($n=5$, 4.8%). Regarding teaching experience, 36 teachers (34.3%) had 5–10 years of experience, 34 (32.4%) had less than 5 years, 15 (14.3%) had 11–15 years, 9 (8.6%) had around 20 years, and 11 teachers (10.5%) had more than 20 years of experience. In terms of educational background, 58 teachers (55.2%) held a bachelor's degree, 26 (24.8%) had a graduate diploma in teaching, 11 (10.5%) held a master's degree, and 10 (9.5%) were categorized as "others," including first-, second-, and third-year distance university students. Regarding current teaching level, 63 teachers (60%) were teaching at the primary level, 48 (45.7%) at the secondary level, 3 (2.9%) in vocational colleges, 5 (4.8%) were university tutors, and the remaining participants taught in other contexts such as YLE programs, English language centers, and ACCESS. As participants could choose multiple teaching levels, the total percentage is greater than 100%.

Research Context

The research context of this study involves EFL teachers from four regions of Myanmar: the northern, southern, western, and eastern parts of the country. In Myanmar, EFL teachers have limited opportunities to improve their PD due to programs that are often insufficiently tailored to their specific needs (Ulla, 2017; Thu, 2025). Within the broader field of TESOL, understanding teachers' perceptions, access to training, participation in professional development, and their suggestions for improvement is essential for enhancing the quality of English language education in the country.

Research Instruments

This study used a 40-item structured questionnaire to collect data from EFL teachers across four regions of Myanmar. Guided by the TPACK framework, the instrument examined teachers' technological, pedagogical, and content knowledge, as well as their PD needs and preferences for future training formats and organizational arrangements. The questionnaire consisted of four sections: (A) demographic information, (B) current PD experience, (C) identification of PD needs, and (D) preferences and barriers related to professional development. A 5-point Likert scale (1 = very low need, 5 = very high need) was used in Sections B and C, while a 6-point Likert scale (1 = most preferred, 6 = least preferred) was employed in Section D to improve clarity and minimize neutral responses. The questionnaire was validated by three experts with more than 20 years of teaching experience, and it was revised according to their feedback. To prevent misunderstanding among government school teachers, a Burmese-language version of the questionnaire was prepared. The translated version was reviewed by bilingual experts to ensure that the items conveyed the same meaning as the original English version and were culturally appropriate for the local context. Necessary revisions were made based on their feedback to improve clarity and semantic equivalence. After the final version was completed, an online format was created to support efficient data collection.

Demographic information was collected using a six-item questionnaire designed to obtain background details (gender, age, highest qualification, years of experience as an English teacher, current teaching level, and school location). These data were used to contextualize participants' responses and support meaningful comparisons across different groups. The content validity of the questionnaire was confirmed through evaluation by three experts in English language teaching. A pilot study conducted with the author's fellow teachers produced the following Cronbach's alpha values for each section.

Section B gathered information about teachers' PD participation and experiences. This part of the questionnaire included three components. This section contained three main items. The first item asked teachers how often they engaged in professional development, with response options including more than four times a year, two to three times a year, once a year, less than once a year, or never. The second item examined the main sources of their recent PD opportunities, allowing participants to choose multiple options, including government-based training, school-based programs, university-led training, private organizations, online platforms, and self-initiated study. The third item consisted of a series of statements designed to measure teachers' perceptions of their current PD experiences. Participants rated each statement using a five-point Likert scale ranging from strongly disagree to strongly agree. This section helped identify the relevance, quality, and supportiveness of the PD opportunities available to them. The scale was good, with a Cronbach's alpha of .83 (Saidi & Siew, 2019).

Section C represents the core of the questionnaire, focusing on teachers' self-identified PD needs across several key areas. Participants were asked to indicate their level of need for training using a five-point Likert scale, ranging from 1 (Very Low Need) to 5 (Very High Need). This section was divided into five main domains: (1) "Language Proficiency" = TCK, (2) "Pedagogical Knowledge and Skills" = PK, (3) "Assessment and Evaluation" = TPK, (4) "Curriculum and Materials Development" =

PK and (5) “Research and Professional Growth” = TPK. Collectively, these items provided insight into teachers’ perceived gaps and priorities for further professional development, helping to guide future PD planning and support. The scale had got excellent reliability, with a Cronbach’s alpha of .90.

Section D explored teachers’ preferences and perceived obstacles related to PD. The first item asked participants to rank their preferred PD formats from 1 (Most Preferred) to 6 (Least Preferred). The second item investigated the most significant barriers preventing participation, allowing teachers to select up to three options. The third item invited participants to provide brief written suggestions on what could make PD more effective for them. Together, these items offered insight into both the practical and motivational factors influencing teachers’ engagement with PD initiatives. The scale was acceptable, with a Cronbach’s alpha of .73. Content validity was evaluated using the Index of Item-Objective Congruence (IOC), which yielded scores of 1.00 for Section A, 0.89 for Section B, 0.73 for Section C, and 0.96 for Section D, indicating strong agreement among the three language experts for all sections (Ismail & Zubairi, 2022).

TPACK Mapping of Questionnaire Items

The questionnaire items were mapped to the TPACK framework to identify the types of knowledge required for effective teaching. Each item was carefully categorized into the appropriate TPACK domain based on its primary focus. The following tables presents the mapping of questionnaire items along with justifications for their classification.

Table 1

Teachers’ Language Proficiency Skill Needs

Item	Description	TPACK domain	Justification
Speaking and pronunciation	Ability to teach speaking skills and correct pronunciation	PCK	It involves both content knowledge (English sounds, speaking skills) and pedagogical knowledge (how to teach them effectively)
Academic writing	Knowledge of formal writing structure and conventions	CK	It reflects teachers’ subject knowledge of English language (grammar, structure, academic style)
Grammar for teaching	Knowledge of grammar and how to teach it	PCK	It combines content knowledge (grammar rules) and pedagogical knowledge (methods for teaching grammar)

Table 2*Teachers' Pedagogical Knowledge and Skills Needs*

Item	Description	TPACK domain	Justification
Teaching in a Mixed-Ability Classroom	Adapting teaching for different student levels	PK	It focuses on general pedagogical strategies for managing diverse learners
Integrating Technology (EdTech)	Using technology tools in teaching	TPK	It involves applying technology to support pedagogical practices
Student-centered Approaches	Learner-focused teaching methods	PK	It reflects general teaching strategies that promote active learning
Classroom Management Strategies	Managing classroom behavior and environment	PK	It relates to general pedagogical skills for organizing and controlling the class
Teaching English for Specific Purposes (ESP)	Teaching English for specific fields (e.g., business, medical)	PCK	It combines subject knowledge (English for specific contexts) and pedagogy
Developing Critical Thinking Skills in Students	Promoting higher-order thinking skills	PK	It involves teaching strategies to develop thinking skills
Teaching English through Content (CLIL)	Teaching English via subject content	PCK	It integrates content knowledge and pedagogy in a specific teaching approach

Table 3*Teachers' Assessment and Evaluation Needs*

Item	Description	TPACK domain	Justification
Designing Effective Tests and Quizzes	Creating classroom tests and quizzes	PK	It reflects general pedagogical knowledge about assessment design without requiring technology
Alternative Assessment Methods	Using portfolios, projects, peer assessment, etc.	TPK	It involves pedagogical strategies for assessing student learning in non-traditional ways (PowerPoint, Google form)
Using Assessment Data to Improve Teaching and Learning	Using feedback and results to adjust instruction	PCK	It connects assessment understanding with pedagogical decision-making in teaching English

Table 4*Teachers' Curriculum and Materials Development Needs*

Item	Description	TPACK domain	Justification
Adapting the National Curriculum to Local/School Context	Modifying curriculum to suit classroom needs	PCK	It involves applying pedagogical knowledge to adapt subject content to learners' context
Designing and creating my own teaching materials	Developing worksheets, activities, and lesson materials	TPK	It combines subject knowledge and pedagogy to create instructional materials (Pictures, Videos, Games)
Selecting and evaluating textbooks and commercial materials	Choosing appropriate teaching resources	PCK	It reflects pedagogical decision-making based on content suitability and teaching goals

Table 5*Teachers' Research and Professional Growth Needs*

Item	Description	TPACK domain	Justification
Conducting Classroom-Based Research (Action Research)	Investigating classroom practices to improve teaching	PK	It reflects pedagogical knowledge related to improving teaching practices through systematic inquiry
Academic Writing and Publishing	Writing research papers or academic work	CK	It represents knowledge of English language structure, academic conventions, and writing skills
Peer Observation and Coaching	Observing and supporting colleagues' teaching	PK	It involves pedagogical skills related to collaboration, feedback, and professional development

The classification was based on the definitions of TPACK domains, ensuring that each item reflects a distinct type of teacher knowledge. Where appropriate, distinctions were made between pedagogical knowledge and technology-related pedagogical knowledge to avoid conceptual overlap.

Data Collection and Analysis

Data were collected from 105 EFL teachers across four regions of Myanmar: the northern, southern, western, and eastern areas of the country. The questionnaire was distributed online through Google Forms, with the link shared via email, Facebook, and Telegram groups. To ensure wider participation, hard copies of the questionnaire were also provided for teachers who preferred paper-based responses. All participants were informed of the study's purpose, assured of confidentiality, and provided their consent before completing the questionnaire. Data collection took place over a period of one and a half months. Online responses were automatically recorded, while data from the hard copies were manually entered into SPSS version 20 for analysis.

The data analysis was conducted using SPSS version 20 over a one-month period. Descriptive statistics were generated for all 40 questionnaire items. Percentage distributions were calculated for the six demographic questions to summarize participants' background information. For the 32 Likert-scale items, percentage distributions, mean scores, and standard deviations were computed to examine response patterns, average levels of need or perception, and the variability among participants. The criteria for interpreting the mean scores were as follows:

- 4.21–5.00 = most needed
- 3.41–4.20 = high needed
- 2.61–3.40 = moderately needed
- 1.81–2.60 = less needed
- 1.00–1.80 = least needed

Additionally, the responses to the open-ended questions were analyzed using inductive content analysis. All responses were carefully read and coded into themes based on recurring ideas. The coding was conducted by one researcher. The frequency of each theme was then calculated.

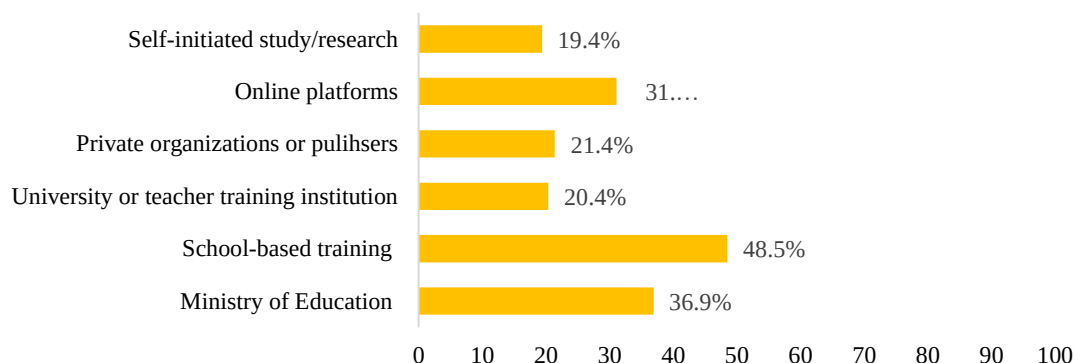
Research Result

The results are presented in accordance with the five research questions of the study. The first section reports EFL teachers' professional development needs in relation to pedagogical knowledge (PK), technological knowledge (TK), and content knowledge (CK). The second section presents teachers' preferred professional development formats and perceived barriers affecting their participation in PD activities. The third section examines variations in PD needs across primary, secondary, and tertiary educational levels. The fourth section focuses on the TPACK components (TPK, PCK, and TCK) to identify the area of weakest professional development need. The final section reports the overall level of PD need within the TPACK framework among EFL teachers in Myanmar.

This section presents the findings on EFL teachers' participation in PD activities and the sources from which they accessed these opportunities. The results indicate that teachers in Myanmar engage in PD with varying levels of frequency and rely on multiple providers to support their professional growth. More than half of the teachers ($n = 66$, 62.9%) participated in PD activities two to three times per year. Nearly 17% of the teachers engaged in PD activities once a year, while 13% participated more than four times a year. Only 8% took part in PD activities less than once a year. In term of PD resources, just over half of the teachers ($n=52$, 49.5%) received PD opportunities through school-based training. In addition, 36% ($n=38$, 36.2%) reported that their PD activities were provided by the Office of the Basic Education Commission and the Ministry of Education. About 31% of the teachers identified online platforms as their primary source of PD. Teachers also accessed PD opportunities from universities or teacher training institutions, private organizations, and self-initiated learning, each accounting for approximately 20%. Because many teachers received PD from more than one source, the percentages exceed 100%.

Figure 2

The Main Sources of Teacher's Recent Professional Development Opportunities (n=105)



Regarding their current PD experiences, teachers reported that training providers generally used effective and engaging instructional methods ($\bar{x}=3.87$, $SD = 0.98$). They also indicated that the PD activities they received were relevant to their everyday teaching needs ($\bar{x}=3.79$, $SD = 1.05$) and that they had sufficient opportunities to apply what they learned in their classrooms ($\bar{x}=3.52$, $SD=1.03$). However, teachers expressed a neutral perception concerning the level of follow-up support offered after PD sessions ($\bar{x}=3.23$, $SD=1.19$).

RQ1. What are the PD needs of EFL teachers in Myanmar in terms of pedagogical (PK), technological (TK), and content knowledge (CK)?

In terms of teachers' PD needs, five areas were identified: language proficiency skills, pedagogical knowledge and skills, assessment and evaluation, curriculum and materials development, and research and professional growth. Teachers indicated a moderate need across all language proficiency skills, including speaking ($\bar{x}=3.26$, $SD=1.12$), teaching grammar ($\bar{x} = 3.17$, $SD = 1.14$) and academic writing ($\bar{x}=3.06$, $SD=1.12$). Regarding pedagogical knowledge and skills, teachers reported a high need for support in classroom management strategies ($\bar{x} = 3.71$, $SD=1.20$) and in fostering students' critical thinking skills ($\bar{x}=3.72$, $SD=1.11$). They also indicated a need for guidance in teaching mixed-ability classes ($\bar{x}=3.50$, $SD=1.04$) and implementing student-centered approaches ($\bar{x}=3.40$, $SD=1.20$). Conversely, teachers expressed a moderate need for integrating technology in teaching ($\bar{x}=3.38$, $SD=1.25$), teaching English through Content and Language Integrated Learning (CLIL) ($\bar{x}=3.32$, $SD=1.21$), and teaching English for Specific Purposes ($\bar{x}=3.28$, $SD=1.11$). Concerning assessment and evaluation, teachers indicated a high need for utilizing assessment data to enhance teaching and learning ($\bar{x}=3.57$, $SD=1.11$), adopting alternative assessment methods ($\bar{x}=3.45$, $SD=1.11$), and designing effective tests and quizzes ($\bar{x}=3.43$, $SD=1.21$). In relation to curriculum and materials development, teachers reported a strong need for selecting and evaluating textbooks and commercial materials ($\bar{x}=3.42$, $SD=1.13$). In contrast, designing and creating their own teaching materials ($\bar{x}=3.38$, $SD=1.17$) and adapting the national curriculum to the local or school context ($\bar{x}=3.29$, $SD=1.20$) were reported as moderate needs. In terms of research and personal growth, teachers reported a significant need to develop skills in peer observation and coaching ($\bar{x} = 3.49$, $SD = 1.08$), whereas conducting classroom-based research (Action Research)

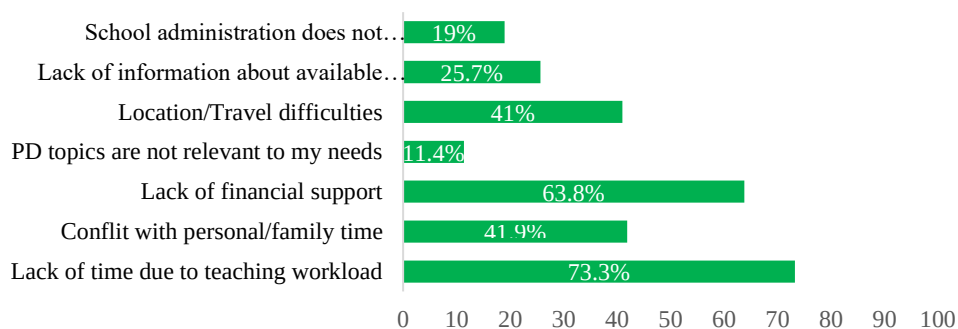
($\bar{x}$ = 3.25, SD = 1.19) and academic writing and publishing ($\bar{x}$ = 3.04, SD = 1.26) were reported as moderate needs.

RQ5. What preferred PD formats and perceived barriers affect EFL teachers' participation in PD in Myanmar?

In Section D, teachers were asked to rank their preferences and barriers for PD from 1 (most preferred) to 6 (least preferred). Teachers indicated a strong preference for peer observation and coaching within their school ($\bar{x}$ = 2.29, SD = 1.15). This was followed by hands-on workshops ($\bar{x}$ = 2.35, SD = 1.22) and action research projects ($\bar{x}$ = 2.60, SD = 1.26). However, they expressed a moderate preference for online courses ($\bar{x}$ = 2.61, SD = 1.33), webinars or live online sessions ($\bar{x}$ = 2.63, SD = 1.21), and conferences or seminars ($\bar{x}$ = 2.89, SD = 1.35). In relation to barriers that prevent teachers from participating in professional development, many teachers reported that the most significant barrier was a lack of time due to heavy teaching workloads (n = 77, 73.3%). This was followed by a lack of financial support (n = 65, 63.1%). Some teachers indicated conflicts with personal or family time, as well as location and travel difficulties (n = 44, 41.9%). In addition, about 26% (n =27, 25.7%) of teachers reported that they lacked information about available opportunities, while nearly 20% stated that their school administration did not encourage or support their participation in professional development. Finally, only about 12% of teachers reported that the PD topics offered were not relevant to their needs.

Figure 3

The Most Significant Barriers to Prevent Teachers from Participating in PD (n =105)



RQ2. Are there differences in patterns of PD needs across primary, secondary, and tertiary levels?

As shown in Table 1, when closely examining the details, primary school teachers and secondary school teachers agreed almost equally with regard to their current PD experiences, whereas tertiary teachers showed slightly different responses. For primary and secondary school teachers, the results indicate agreement that PD providers used effective and engaging training methods (Primary: $\bar{x}$ = 3.87, SD = 0.68; Secondary: $\bar{x}$ = 3.98, SD = 0.56), while tertiary teachers responded neutrally ($\bar{x}$ = 3.33, SD = 0.40). Similarly, both primary and secondary teachers agreed that the PD they received was relevant to their daily teaching challenges (Primary: $\bar{x}$ = 3.81, SD = 0.72; Secondary: $\bar{x}$ = 3.98, SD = 0.56), whereas tertiary teachers again reported a neutral response ($\bar{x}$ = 2.78, SD = 0.31). Additionally, primary and secondary teachers agreed that they had sufficient opportunities to apply what they learned in PD to their

classrooms (Primary: $\bar{x} = 3.54$, $SD = 0.84$; Secondary: $\bar{x} = 3.59$, $SD = 0.48$), while tertiary teachers remained neutral ($\bar{x} = 3.11$, $SD = 0.33$). However, when it comes to receiving adequate follow-up support after PD sessions, all three groups expressed neutral agreement (Primary: $M = 3.29$, $SD = 0.80$; Secondary: $\bar{x} = 3.25$, $SD = 0.81$; Tertiary: $\bar{x} = 2.78$, $SD = 0.27$).

Table 5

Teachers' Perceptions of Current Professional Development Experiences (n=105)

Current professional development experiences	Primary school teacher			Secondary school teacher			Tertiary school teacher		
	Mean	SD	Interpretation	Mean	SD	Interpretation	Mean	SD	Interpretation
The PD I receive is relevant to my daily teaching challenges.	3.81	0.72	Agree	3.98	0.61	Agree	2.78	0.31	Neutral
PD providers use effective and engaging training methods.	3.87	0.68	Agree	3.98	0.56	Agree	3.33	0.40	Neutral
I have sufficient opportunities to apply what I learn in PD to my classroom.	3.54	0.84	Agree	3.59	0.48	Agree	3.11	0.33	Neutral
I receive adequate follow-up support after PD sessions.	3.29	0.80	Neutral	3.25	0.81	Neutral	2.78	0.27	Neutral

When considering language proficiency skill needs, the three groups of teachers (primary, secondary and tertiary) show both similarities and differences (see Table 2). Primary teachers ($\bar{x}=3.17$, $SD=0.81$) and tertiary teachers ($\bar{x}=2.67$, $SD = 0.28$) reported a moderate need for speaking skills, whereas secondary school teachers reported a high need for speaking and pronunciation ($\bar{x} = 3.48$, $SD = 0.69$). In academic writing, all three groups reported only a moderate need: tertiary teachers ($\bar{x} = 3.33$, $SD = 0.28$), secondary teachers ($\bar{x} = 3.11$, $SD = 0.64$) and primary teachers ($\bar{x} = 2.96$, $SD = 0.87$). Similarly, they also showed a moderate need for grammar for teaching: secondary teachers ($\bar{x} = 3.32$, $SD = 0.64$), primary teachers ($\bar{x} = 3.13$, $SD = 0.82$) and tertiary teachers ($\bar{x} = 2.67$, $SD = 0.40$).

Table 6

Teachers' Language Proficiency Skill Needs (n=105)

Language proficiency skills	TPACK	Primary school teacher			Secondary school teacher			Tertiary school teacher		
		Mean	SD	Need level	Mean	SD	Need level	Mean	SD	Need level
Speaking and Pronunciation	PCK	3.17	0.81	Moderately needed	3.48	0.69	High needed	2.67	0.28	Moderately needed
Academic Writing	CK	2.96	0.87	Moderately needed	3.11	0.64	Moderately needed	3.33	0.28	Moderately needed
Grammar for teaching	PCK	3.13	0.82	Moderately needed	3.32	0.64	Moderately needed	2.67	0.40	Moderately needed

According to Table 3, the three groups of teachers demonstrate both shared and distinct needs regarding pedagogical knowledge and skills. Primary ($\bar{x}=3.83$, $SD=0.82$) and secondary school teachers ($\bar{x}=3.68$, $SD=0.64$) expressed a very strong need for developing students' critical thinking skills, whereas tertiary teachers indicated only a moderate need ($\bar{x}=3.33$, $SD=0.35$). A similar pattern appears in classroom management. Both primary ($\bar{x}=3.77$, $SD=0.84$) and secondary teachers ($\bar{x}=3.68$, $SD=0.64$) reported high needs, in contrast to tertiary teachers, who rated this area as moderately needed ($\bar{x}=3.22$, $SD=0.44$). However, the pattern reversed in the area of technology integration. Primary ($\bar{x}=3.40$, $SD=0.90$) and secondary groups ($\bar{x}=3.34$, $SD=0.81$) rated their needs as moderate, while tertiary teachers identified a high need ($\bar{x}=3.56$, $SD=0.29$). For teaching English through Content (CLIL), primary ($\bar{x}=3.27$, $SD=0.96$) and tertiary teachers ($\bar{x}=3.33$, $SD=0.35$) again reported moderate needs, whereas secondary teachers considered it highly needed ($\bar{x}=3.41$, $SD=0.68$). In teaching mixed-ability classes, all three groups indicated high levels of need: primary ($\bar{x}=3.58$, $SD=0.82$), secondary ($\bar{x}=3.58$, $SD=0.82$), and tertiary ($\bar{x}=3.44$, $SD=0.25$). A similarly high need was reported across all groups for student-centered approaches, with primary ($\bar{x}=3.52$, $SD=0.93$), secondary ($\bar{x}=3.48$, $SD=0.64$), and tertiary teachers ($\bar{x}=3.44$, $SD=0.38$) all rating this area strongly. Finally, for teaching English for specific purposes, all three groups indicated moderate needs: primary ($\bar{x}=3.38$, $SD=0.86$), secondary ($\bar{x}=3.16$, $SD=0.63$), and tertiary teachers ($\bar{x}=3.22$, $SD=0.27$).

Table 7*Teachers' Pedagogical Knowledge and Skills Needs (n=105)*

Pedagogical Knowledge and skills	TPAC K	Primary school teacher			Secondary school teacher			Tertiary school teacher		
		Mean	SD	Need level	Mean	SD	Need level	Mean	SD	Need level
Teaching in a Mixed-Ability Classroom.	PK	3.58	0.82	High needed	3.41	0.59	High needed	3.44	0.25	High needed
Integrating Technology (Ed Tech)	TPK	3.40	0.90	Moderately needed	3.34	0.81	Moderately needed	3.56	0.29	High needed
Student-centered Approaches	PK	3.52	0.93	High needed	3.48	0.64	High needed	3.44	0.38	High needed
Classroom Management strategies	PK	3.77	0.84	High needed	3.77	0.69	High needed	3.22	0.44	Moderately needed
Teaching English for Specific Purposes (ESP)	PCK	3.38	0.86	Moderately needed	3.16	0.63	Moderately needed	3.22	0.27	Moderately needed
Developing Critical Thinking Skills in Students.	PK	3.83	0.82	High needed	3.68	0.64	High needed	3.33	0.35	Moderately needed

Teaching English through Content (CLIL)	PCK	3.27	0.96	Moderately needed	3.41	0.68	High needed	3.22	0.27	Moderately needed
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When examining the details, teachers from all levels showed both similarities and differences regarding assessment and evaluation (see Table 4). All groups reported a high need for using assessment data to improve teaching and learning (Primary: $\bar{x} = 3.71$, $SD = 0.85$; Secondary: $\bar{x} = 3.43$, $SD = 0.61$; Tertiary: $\bar{x} = 3.44$, $SD = 0.35$). Regarding the design of effective tests and quizzes, secondary ($\bar{x} = 3.50$, $SD = 0.70$) and tertiary teachers ($\bar{x} = 3.44$, $SD = 0.35$) indicated high needs, while primary teachers reported a moderate need ($\bar{x} = 3.37$, $SD = 0.92$). For alternative assessment methods, primary ($\bar{x} = 3.46$, $SD = 0.85$) and secondary teachers ($\bar{x} = 3.52$, $SD = 0.66$) expressed high needs, in contrast to tertiary teachers, who indicated only a moderate need ($\bar{x} = 3.00$, $SD = 0.24$).

Table 8*Teachers' Assessment and Evaluation Needs (n=105)*

Assessment and Evaluation	TPACK	Primary school teacher			Secondary school teacher			Tertiary school teacher		
		Mean	SD	Need level	Mean	SD	Need level	Mean	SD	Need level
Designing Effective Tests and Quizzes	PK	3.37	0.92	Moderately needed	3.50	0.70	High needed	3.44	0.35	High needed
Alternative Assessment Methods	TPK	3.46	0.85	High needed	3.52	0.66	High needed	3.00	0.24	Moderately needed
Using assessment data to improve teaching and learning	PCK	3.71	0.85	High needed	3.43	0.61	High needed	3.44	0.35	High needed

Concerning Curriculum and Materials Development, teachers demonstrated varying levels of need. All groups reported a moderate need for adapting the national curriculum to the local or school context (Primary: $\bar{x} = 3.37$, $SD = 0.95$; Secondary: $\bar{x} = 3.23$, $SD = 0.65$; Tertiary: $\bar{x} = 3.11$, $SD = 0.33$). However, their needs differed in other areas. In designing and creating teaching materials, primary ($\bar{x} = 3.46$, $SD = 0.89$) and secondary teachers ($\bar{x} = 3.41$, $SD = 0.64$) indicated a high need, while tertiary teachers reported a moderate need. For selecting and evaluating textbooks and commercial materials, secondary ($\bar{x} = 3.32$, $SD = 0.58$) and tertiary teachers ($\bar{x} = 3.11$, $SD = 0.36$) reported moderate needs, whereas primary teachers showed a high need ($\bar{x} = 3.56$, $SD = 0.89$).

Table 9*Teachers' Curriculum and Materials Development Needs (n=105)*

Curriculum and Materials Development	TPACK	Primary school teacher			Secondary school teacher			Tertiary school teacher		
		Mean	SD	Need level	Mean	SD	Need level	Mean	SD	Need level
Adapting the National Curriculum to Local/school context.	PCK	3.37	0.95	Moderately needed	3.23	0.65	Moderately needed	3.11	0.33	Moderately needed
Designing and creating my own teaching materials.	TPACK	3.46	0.89	High needed	3.41	0.64	High needed	2.78	0.37	Moderately needed
Selecting and evaluating textbooks and commercial materials.	PCK	3.56	0.89	High needed	3.32	0.58	Moderately needed	3.11	0.36	Moderately needed

As shown in table 6, with respect to research and professional growth, primary ($\bar{x} = 3.65$, $SD = 0.79$) and secondary teachers ($\bar{x} = 3.45$, $SD = 0.62$) reported a high need for peer observation and coaching, while tertiary teachers indicated a moderate need ($\bar{x} = 2.67$, $SD = 0.28$). A contrasting pattern is observed in academic writing and publishing, tertiary teachers expressed a high need ($\bar{x} = 3.07$, $SD = 0.70$), whereas primary ($\bar{x} = 2.92$, $SD = 0.98$) and secondary teachers ($\bar{x} = 3.46$, $SD = 0.89$) reported moderate needs. However, all groups demonstrated similar levels of need for conducting classroom-based research, with primary ($\bar{x} = 3.31$, $SD = 0.94$), secondary ($\bar{x} = 3.20$, $SD = 0.64$), and tertiary teachers ($\bar{x} = 3.11$, $SD = 0.33$) all indicating moderate needs.

Table 10*Teachers' Research and Professional Growth Needs (n=105)*

Research and Professional Growth	TPACK	Primary school teacher			Secondary school teacher			Tertiary school teacher		
		Mean	SD	Need level	Mean	SD	Need level	Mean	SD	Need level
Conducting Classroom-Based Research (Action Research)	PK	3.31	0.94	Moderately needed	3.20	0.64	Moderately needed	3.11	0.33	Moderately needed
Academic writing and publishing	CK	2.92	0.98	Moderately needed	3.07	0.70	Moderately needed	3.56	0.35	High needed
Peer Observation and Coaching	PK	3.65	0.79	High needed	3.45	0.62	High needed	2.67	0.28	Moderately needed

As regards teachers' preferences for professional development, both similarities and differences were observed across all levels (see table 7). Teachers from all groups expressed a strong preference for workshops (Tertiary: $\bar{x} = 1.89$, $SD = 0.17$; Primary: $\bar{x} = 2.40$, $SD = 0.98$; Secondary: $\bar{x} = 2.40$, $SD = 0.98$). Similarly, online courses were highly preferred (Tertiary: $\bar{x} = 2.00$, $SD = 0.32$; Primary: $\bar{x} = 2.54$, $SD = 0.94$; Secondary: $\bar{x} = 2.82$, $SD = 0.83$), and peer observation and coaching within the school was also regarded as a strong preference (Secondary: $\bar{x} = 2.00$, $SD = 0.69$; Primary: $\bar{x} = 2.44$, $SD = 0.84$; Tertiary: $\bar{x} = 2.44$, $SD = 0.29$). Nevertheless, some differences emerged. Webinars and live online sessions were highly preferred by primary ($\bar{x} = 2.50$, $SD = 0.84$) and tertiary teachers ($\bar{x} = 2.56$, $SD = 0.20$), while secondary teachers reported only a moderate preference ($\bar{x} = 2.80$, $SD = 0.81$). In action research projects, tertiary ($\bar{x} = 2.00$, $SD = 0.32$) and secondary teachers ($\bar{x} = 2.55$, $SD = 0.79$) indicated a high preference, whereas primary teachers reported a moderate preference ($\bar{x} = 2.75$, $SD = 0.90$). Finally, conferences and seminars were rated as highly preferred by tertiary teachers ($\bar{x} = 1.89$, $SD = 0.22$), in contrast to secondary ($\bar{x} = 2.84$, $SD = 0.80$) and primary teachers ($\bar{x} = 3.10$, $SD = 1.01$), who indicated only a moderate preference.

Table 11*Teachers' Preferences for Professional Development (n=105)*

Teachers' Preferences for Professional Development	Primary school teacher			Secondary school teacher			Tertiary school teacher		
	Mean	SD	Prefer level	Mean	SD	Prefer level	Mean	SD	Prefer level
Hands-on workshops	2.40	0.98	Very preferred	2.39	0.70	Very preferred	1.89	0.17	Very preferred
Online courses (self-paced)	2.54	0.94	Very preferred	2.82	0.83	Very preferred	2.00	0.32	Very preferred
Webinars/Live Online Sessions	2.50	0.84	Very preferred	2.80	0.81	Moderately preferred	2.56	0.29	Very preferred
Peer observation and coaching within my school	2.44	0.84	Very preferred	2.00	0.69	Very preferred	2.44	0.29	Very preferred
Conferences and seminars	3.10	1.01	Moderately preferred	2.84	0.80	Moderately preferred	1.89	0.22	Very preferred
Action Research Projects	2.75	0.90	Moderately preferred	2.55	0.79	Very preferred	2.00	0.32	Very preferred

RQ3. Which TPACK component (TPK, PCK, or TCK) represents the weakest area of PD among EFL teacher in Myanmar?

Based on the mean scores presented in Table 12, both PCK and TPK were rated at a moderate level of need. Among these components, Technological Pedagogical Knowledge (TPK) recorded a slightly higher mean score ($\bar{x} = 3.33$) compared to Pedagogical Content Knowledge (PCK) ($\bar{x} = 3.26$), indicating that TPK represents a relatively greater area of professional development need among EFL teachers in Myanmar.

Table 12

Mean Scores of PD Needs in TPACK Components (TPK and PCK) among EFL Teachers in Myanmar

Item	TPACK	Primary	Secondary	Tertiary	Average
Speaking and pronunciation	PCK	3.17	3.48	2.67	3.11
Grammar for Teaching	PCK	3.13	3.32	2.67	3.04
Teaching English for specific purpose	PCK	3.38	3.16	3.22	3.25
Teaching English through Content (CLIL)	PCK	3.27	3.41	3.22	3.30
Using assessment data to improve teaching and learning	PCK	3.71	3.43	3.44	3.53
Adapting the National curriculum to local/school context	PCK	3.37	3.23	3.11	3.24
Selecting and evaluating textbooks and commercial materials	PCK	3.56	3.32	3.11	3.33
Average		3.37	3.34	3.06	3.26
Teaching in a Mixed-Ability classroom	PK	3.58	3.41	3.44	3.48
Student-centered approaches	PK	3.52	3.48	3.44	3.48
Classroom management strategies	PK	3.77	3.77	3.22	3.59
Developing critical thinking skills in students	PK	3.83	3.68	3.33	3.61
Designing effective tests and quizzes	PK	3.37	3.50	3.44	3.44
Conducting classroom-based research	PK	3.31	3.20	3.11	3.21
Peer Observation and coaching	PK	3.65	3.45	2.67	3.26
Average		3.58	3.50	3.24	3.44
Academic writing	CK	2.96	3.11	3.33	3.13
Academic writing and publishing	CK	2.92	3.07	3.56	3.18
Average		2.94	3.09	3.45	3.16
Integrating Technology (Ed Tech)	TPK	3.40	3.34	3.56	3.43
Alternative assessment method	TPK	3.46	3.52	3.00	3.33
Designing and creating my own teaching materials	TPK	3.46	3.41	2.78	3.22
Average		3.44	3.42	3.11	3.33
TPACK Average		3.33	3.34	3.22	3.30

RQ4. What is the overall level of PD need for TPACK among EFL teachers in Myanmar?

To determine the overall level of professional development needs in TPACK, the average mean score across all components was calculated. As shown in Table 12, the overall mean score was 3.30, which indicates a moderate level of PD need among EFL teachers in Myanmar. This suggests that teachers generally require further professional development across technological, pedagogical, and content-related domains, although the level of need is not extremely high.

There were two open-ended questions in this study. The first question explored teachers' opinions on what would make professional development more effective. A total of 72 participants responded to this question. The results are presented in Table 13.

Table 13*Teachers' Opinions on What would Make Professional Development More Effective*

Category	Theme	Frequency
Collaborative Practices	Peer observation practices	15
	Supportive learning environment in schools	1
Practical & Relevant Training	Practical, classroom-based training strategies	13
	Addressing teachers' actual professional needs	9
Flexible Learning Opportunities	Online PD courses (webinars and workshops)	13
Support & Resources	Follow-up support mechanisms (e.g., teaching materials)	11
	Financial constraints and support needs	4
Time & Workload Factors	Time management challenges in professional development	8
	Work-life balance issues	1
Professional Growth & Reflection	Self-reflection and reflective practice	1

Table 13 shows teachers' opinions on what would make professional development more effective. The most frequently mentioned theme is peer observation practices (15). This is followed by practical, classroom-based training strategies (13) and online PD courses such as webinars and workshops (13). Follow-up support mechanisms (11) and addressing teachers' actual professional needs (9) are also reported by participants. Time management challenges in professional development (8) are mentioned by several respondents. Less frequently reported themes include financial constraints and support needs (4). Work-life balance issues (1), self-reflection and reflective practice (1), and supportive learning environment in schools (1) are mentioned by only one participant each.

The second open-ended question invited participants to share any additional thoughts or suggestions regarding professional development for English teachers in Myanmar. A total of 92 participants responded to this question. The results are presented in Table 14.

Table 14*Additional Thoughts or Suggestions Regarding Professional Development for English Teachers in Myanmar*

Category	Theme	Frequency
Language & Pedagogical Development	English language proficiency training	35
	Training in modern teaching methodologies	15
	Practical, classroom-relevant PD topics	8
	Training on action research	1
Flexible & Accessible PD	Online PD programs (webinars, workshops, seminars)	14
Support & Resources	Financial and instructional support (funding, teaching materials)	13
	Institutional opportunities for PD participation	2
Collaborative Practices	Peer observation opportunities	11
Technology Integration	Training on educational technology	4
Workload & Contextual Challenges	Heavy workload and large class sizes	3

Table 14 presents additional thoughts and suggestions regarding professional development for English teachers in Myanmar. The most frequently mentioned theme is English language proficiency training provided by PD providers (35). This is followed by training in modern teaching methodologies such as task-based learning and other approaches (15), online PD programs including webinars, workshops, and seminars (14), and financial and instructional support such as funding and teaching materials (13). Opportunities for peer observation among teachers (11) and PD programs focusing on practical and classroom-relevant topics (8) are also reported by participants. Training on the use of educational technology (4) and heavy workload and large class sizes as challenges affecting PD (3) are mentioned by fewer respondents. Less frequently reported themes include institutional opportunities for participation in PD activities (2) and training on action research for teacher growth (1).

Discussion

This discussion interprets the findings in relation to the research questions and the TPACK framework. It focuses on EFL teachers' professional development (PD) needs across TPACK domains, the weakest TPACK components, the overall level of TPACK-related needs, and variations across teaching levels. It also examines teachers' preferred PD formats and the barriers affecting their participation, with reference to relevant literature and implications for PD in the Myanmar context.

In terms of participation in PD activities, more than half of EFL teachers in Myanmar reported engaging in such activities two to three times per year. In addition, the majority of teachers indicated that their PD opportunities were mainly provided through school-based training and the Ministry of Education, which aligns with Ulla (2018, p. 67), who noted that "generally, the Ministry of Education in Myanmar is the main provider of education." Regarding their existing PD experiences, teachers generally perceived the instructional methods employed by training providers were effective and engaging. They also viewed the content of PD activities were also relevant to their everyday teaching contexts and reported having adequate opportunities to apply newly acquired strategies in their classrooms. However, teachers' perceptions of follow-up support after PD remained neutral, suggesting that sustained guidance and post-training support were not consistently available. This finding is consistent with previous studies (Aung, 2025; Sandar, n.d.; Thu, 2025) who noted that greatest concern for Myanmar EFL teachers was institutional support from their organization.

With regard to teachers' needs within the TPACK framework, the findings indicate a generally moderate level of need across all domains, suggesting ongoing professional learning requirements across the TPACK knowledge base. Among the core domains, teachers reported the highest level of need in Pedagogical Knowledge (PK), particularly in fostering students' critical thinking and strengthening classroom management strategies. This suggests that teachers may face challenges in transforming content knowledge (CK) into effective instructional practice, reflecting needs in both PK and PCK. Variations were observed across educational levels. Primary school teachers tended to report higher levels of pedagogical need, whereas secondary and tertiary teachers showed relatively moderate levels of need in this area. The higher level of PK needs reported by primary teachers may reflect the complex demands of primary classrooms in Myanmar. Teaching very young learners often in large classes with limited resources requires strong classroom management and differentiated

instructional skills. From the perspective of the expanded TPACK framework, these contextual pressures (XK) likely heighten teachers' perceived need to strengthen their pedagogical competence. This finding supports previous research indicating that pedagogical skill needs tend to be higher among teachers at lower educational levels compared to higher levels (OECD, 2019). Across educational levels, primary and secondary teachers tended to report greater needs in developing students' critical thinking skills and managing classrooms, whereas tertiary teachers showed relatively higher emphasis on mixed-ability teaching and student-centered approaches. These patterns suggest variations in how teachers apply PCK in response to different classroom contexts and learner groups.

In addition, within the multidisciplinary domain of TPACK, teachers reported a substantial level of need in technological pedagogical knowledge (TPK), which concerns the effective integration of technology into teaching and learning processes, particularly in areas such as using Ed technology and implementing alternative assessment methods (e.g., portfolios, presentations, and peer assessment). This indicates that teachers may have basic familiarity with technology (TK), but experience difficulties in applying it effectively in pedagogical practice. Within the TPACK framework, this reflects a gap at the intersection of technology and pedagogy rather than technology alone. Some variation was observed across educational levels. Tertiary teachers tended to report a higher level of need in integrating educational technology, while primary and secondary teachers reported only a moderate level of need. In contrast, regarding alternative assessment methods, secondary teachers indicated a higher level of need, whereas primary and tertiary teachers reported a moderate level of need. This finding aligns with prior research in similar contexts. For instance, studies on faculty development in Myanmar have identified a lack of knowledge and skills relating to technology as a critical barrier to professional development (Hlaing, 2022, p. 9). Similarly, faculty in higher education settings have emphasized that instructional technology and pedagogical knowledge are among the most critical aspects of PD (Thu, 2025, p. 84). A similar pattern to that observed for pedagogical knowledge (PK) emerged across educational levels: primary teachers reported a higher level of need for TPK, whereas secondary and tertiary teachers indicated a moderate level of need. Variations were observed across educational levels in relation to TPK. Primary teachers tended to report a higher level of need in areas such as designing and creating my own teaching materials and alternative assessment methods, suggesting limited exposure to technology-integrated pedagogical practices and assessment strategies.

Turning to Content Knowledge (CK), primary and secondary teachers identified academic writing and publication (CK) as a moderate need. Tertiary teachers' strong need for academic writing and publication (CK), alongside their lower preference for peer coaching, may reflect the professional culture of higher education. In many universities, research productivity and publication are key performance indicators, which likely heightens the demand for academic writing skills, while the more autonomous nature of university teaching may reduce reliance on collaborative practices. This suggests that professional development for tertiary EFL teachers in Myanmar should emphasize research-oriented training and advanced digital pedagogy while also encouraging greater professional collaboration. In contrast, tertiary teachers indicated strong needs in academic writing and publication as well as in the integration

of technology, while rating peer observation and coaching as a moderate need. Secondary teachers reported high needs related to alternative assessment methods and the design of effective tests and quizzes, but similarly identified academic writing and publication as a moderate need. This pattern of needs aligns with Swaie and Algazo's (2023) findings, where teachers' heavy reliance on exam-aligned, teacher-made tests and lack of training in alternatives (p. 07) explains the high demand for these skills, while their classroom-practical focus (p. 05) places academic writing as a secondary concern.

With regard to pedagogical content knowledge (PCK), teachers reported a higher level of need in using assessment data to improve teaching and learning. Primary teachers tended to report the highest level of need in this area, while secondary and tertiary teachers indicated a more moderate level of need. This pattern suggests that teachers, particularly at the primary level, may require additional support in interpreting and applying assessment results to adapt instruction effectively. Another finding was observed in relation to Pedagogical Content Knowledge (PCK), particularly in the teaching of grammar and speaking. Some variations were observed across educational levels. Teachers at all levels rated grammar, and speaking as areas of moderate need, with the exception of secondary teachers, who tended to report a high level of need in speaking and pronunciation, suggesting a greater demand for support in applying appropriate instructional strategies for language teaching. The present finding echoes prior observations about oral proficiency gaps among Myanmar EFL teachers, though it highlights a level-specific urgency. Whereas Han and Sin (2018) noted that university teachers rated speaking as their lowest proficiency area, the current study specifies that secondary teachers perceive speaking and pronunciation as a high-need domain within PCK. This suggests that while speaking is a systemic challenge across educational stages, it may be felt most acutely at the secondary level, where pedagogical expectations increasingly emphasize interactive, student-centered oral communication.

With respect to future professional development, teachers across primary, secondary, and tertiary levels expressed a shared preference for peer observation and coaching within their own schools. This finding supports prior research suggesting that collaborative professional development is highly valued by teachers, as it facilitates mutual learning and the sharing of classroom experiences (Ahmed et al., 2018; Sandar, n.d.). Variations were also observed in PD preferences across teaching levels. Primary and tertiary teachers tended to prefer webinars and live online sessions, while secondary teachers demonstrated a more moderate inclination toward these formats. In contrast, primary teachers showed relatively lower preference for action research activities than other levels, possibly reflecting limited familiarity with research-based professional learning. While previous research in other contexts has shown that primary teachers tend to place greater value on action research (Zajić et al., 2021), the present findings indicate an opposite pattern in the Myanmar context. In addition, conferences and seminars were particularly favored by tertiary teachers, whereas primary and secondary teachers expressed only moderate preferences for such PD opportunities.

In relation to barriers to participation in PD, teachers most frequently identified a lack of time resulting from heavy teaching workloads as the primary challenge. This suggests that workload pressure may limit opportunities for sustained engagement in professional learning, including the development of integrated TPACK competencies. This finding is consistent with previous researches on university-level

EFL teachers in Myanmar, which identified excessive workloads and additional responsibilities as major barriers to teachers' participation in PD programs (Sein, 2022; Oo & Deocampo, 2025; Aung, 2025). Financial constraints were also commonly reported, indicating that limited funding remains a significant obstacle to PD participation. Research confirms that "faculty development remains limited and inaccessible due to a lack of institutional funding, support, and resources at universities in Myanmar" (Thu, 2025, p. 1), which directly affects teaching quality and institutional advancement. In addition, some teachers experienced difficulties related to personal or family commitments, as well as challenges associated with location and travel. An interesting finding of the present study is that relatively few teachers perceived PD topics as irrelevant to their needs, which contrasts with reports from several developing contexts. One possible explanation is that many EFL teachers in Myanmar are still at an early stage of structured professional development engagement, making a wide range of PD content appear useful. Another possibility is that major providers, particularly the Ministry of Education, have focused on foundational pedagogical (PK) and technological skills (TK) aligned with teachers' immediate classroom needs. This suggests that while current PD relevance appears satisfactory, future initiatives should move toward more differentiated and advanced professional learning pathways. While prior research suggests that professional development programs in developing countries often fail to align with teachers' needs due to inadequate needs assessments (Mekie & Gezahegn, 2023; Akcor & Ergul, 2025; Bank, 2018; Ulla, 2018) the findings of the present study indicate that relatively few teachers in Myanmar perceived professional development topics as irrelevant to their needs. This suggests that, within the Myanmar context, professional development providers may have been more effective in aligning content with local priorities, particularly in areas such as instructional technology (TK) content (CK) and pedagogical knowledge (PK), which have been identified by faculty as critically needed (Thu, 2025).

Open-ended Question

Two open-ended questions were included in the study to gain deeper insights into teachers' views on professional development for EFL teachers in Myanmar. The responses were analyzed thematically to identify key patterns and themes. The first question asked teachers to share their opinions on what would make professional development more effective for them. The second question invited teachers to provide any additional thoughts or suggestions regarding professional development for EFL teachers in Myanmar.

1. Teachers' Opinions on What would make PD more Effective

With regard to teachers' opinions on what would make professional development more effective, collaborative practices were emphasized, particularly peer observation.

One teacher stated

Teacher 47: *"Professional development would be more effective if monthly peer observation cycles and lesson study groups were implemented."* (Teacher 47).

Practical, classroom-based training and addressing teachers' actual professional needs were also highlighted, along with flexible learning opportunities such as online PD courses.

Teacher 6: *“Professional development would be more effective if it focused on practical, hand-on learning that I can immediately apply to my work, included interactive discussion or real examples rather than just theory, and provided follow-up support or feedback to ensure continuous improvement.”*

Support-related factors, including follow-up support and financial assistance, were mentioned.

Teacher 36: *“Professional development would be more effective if it included practical activities, clear examples, and strategies that can be used immediately in the classroom. I also prefer interactive sessions that focus on teachers’ needs, provide opportunities for practice, and include follow-up support, including financial assistance.”*

Time and workload challenges were reported as barriers to participation in professional development. Other factors, such as supportive school environments, work–life balance, and reflective practice, were less frequently mentioned.

2. Additional Thoughts or Suggestions Regarding Professional Development for English Teachers in Myanmar

In terms of additional thoughts regarding professional development, teachers mentioned several areas, including language and pedagogical development, flexible and accessible PD, support and resources, collaborative practices, technology integration, and workload and contextual challenges.

2.1 Language and Pedagogical Development

Most teachers emphasized the importance of improving their English language proficiency, indicating that language competence remains a key priority in professional development.

Teacher 24: *Teachers PD program should align with teachers needs especially in government school. Even though English subject was assigned to teach as a language. However English teacher are still using grammar translation method. Government needs to give proper training to fix that concern. Teachers in public school should learn in language proficiency because they have low proficiency level, reinforcing the need for language-focused training.*

Many participants also highlighted the need for training in modern teaching methodologies, reflecting a growing interest in more effective and updated instructional approaches. As one teacher mentioned

Teacher 20: *In my opinion, I see that only a small percentage of English teachers received proper trainings in terms of methodologies, pronunciations and the others. As we were taught as they had been trained, we also have misconceptions when it comes to teaching. For me, personally, I thought teaching means where only teachers speaks and learners have to just sit down and listen. But, when I became a teacher myself, I had to get rid of the opinion that I have had. I wish every teacher, especially the government school teachers, could also have the better strategies and methods to make the learners have more fun in the lessons, highlighting how limited training can shape traditional, teacher-centered practices.*

2.2 Flexible and Accessible PD Programs

Online professional development programs such as webinars, workshops, seminars were frequently mentioned, indicating a preference for flexible and accessible learning opportunities.

Teacher 17: *PD provider should give free online and offline class (video lesson).*

Teacher 23: *Teachers should attend online sharing session and British Council courses and workshop.*

Teacher 32: *Online workshops and training programs should be provided more.*

2.3 Support, Resources and Collaborative Practices

Teachers also pointed out the importance of financial and instructional support, as well as opportunities for peer observation, showing that both institutional support and collaboration play an important role in their professional growth.

Teacher 73: *English teachers in Myanmar, especially those from government schools, often lack sufficient teaching aids and classroom support. Moreover, they have fewer opportunities to upgrade their teaching skills because of limited access to quality training programs, funding, and exposure to modern teaching methodologies. Many teachers also face heavy workloads and large class sizes, which make it difficult to implement student-centered approaches. To make professional development more effective, it would be helpful to provide more practical, ongoing training sessions, peer-sharing opportunities, and access to online resources that fit the local teaching context.*

Teacher 80: *I think every English teacher should seek and apply up-to-date teaching techniques, as well as effective classroom management methods. Most importantly, teachers should discuss the difficulties they face in their daily teaching with colleagues without hesitation.*

2.5 Technology Integration, workload and Contextual challenges

Participants also mentioned the need for training in educational technology, challenges related to workload and large class sizes.

Teacher 44: *I think professional development for English teachers in Myanmar could be improved by providing more practical training, updated teaching resources, workshops, and technology integration that match our real classroom needs. I would also help to have ongoing support, more chances to share ideas with other teachers, and training that focuses on modern teaching methods and technology. Regular follow-up would make the training more effective and meaningful.*

Teacher 50: *There are many teachers in Myanmar in their respective fields, but some still rely on previously acquired knowledge in their teaching. Therefore, they need to update their teaching practices and improve their knowledge of educational technology.*

Teacher 85: *PD providers should offer training on the use of AI tools, online resources, and educational applications to enhance effective English teaching for children.*

Teacher 24: *there is no good teacher and student proportion.*

Teacher 25: *Teachers need more techniques for teaching large classes.*

Conclusion

This study examined the professional development needs of EFL teachers in Myanmar using the TPACK framework. The findings suggest a generally moderate level of perceived professional development need across all TPACK components, indicating an ongoing need for systematic professional support. Pedagogical knowledge appeared to be a relatively more prominent area of need, particularly in developing students' critical thinking skills and improving classroom management, with primary teachers tending to report higher levels of need in this domain. Technological pedagogical knowledge was also identified as a notable area of need across educational levels, suggesting challenges in integrating technology into teaching, assessment, and collaborative practices. Some variations were observed across educational levels. Secondary teachers tended to report relatively higher levels of need in alternative assessment methods and test design, while tertiary teachers tended to place greater emphasis on academic writing, publication, and technology integration. These patterns suggest the importance of differentiated professional development that responds to teachers' varying instructional contexts and roles. Teachers' participation in professional development was constrained primarily by heavy teaching workloads and limited financial support. Nevertheless, teachers expressed strong preferences for school-based professional development, peer observation and coaching, and flexible online learning formats. Overall, the study underscores the need for context-responsive, needs-based professional development initiatives that support both pedagogical development and effective technology integration in Myanmar's EFL context. Policymakers, educational institutions, and professional development providers should consider these findings when designing and implementing professional development initiatives to ensure they are responsive, sustainable, and aligned with teachers' professional realities.

Limitation

Several limitations of this study should be acknowledged. First, although the questionnaire did not include politically sensitive items, data collection was somewhat challenging due to teachers' concerns about potential repercussions. This apprehension may have influenced participants' responses and introduced response bias, thereby affecting data reliability. Future research could enhance trust and data accuracy by employing anonymous data collection platforms and clearly communicating confidentiality measures. Second, the study relied primarily on quantitative data and limited open-ended responses, which may not have fully captured the nuanced and context-specific professional development needs of teachers. To gain deeper insights into both pedagogical and language proficiency needs, future studies should incorporate qualitative methods such as interviews or focus group discussions. Third, convenience sampling was used to recruit participants, and the number of participants across educational levels was not evenly distributed, particularly with a relatively smaller number of tertiary-level teachers. This imbalance may limit the strength of comparisons across educational levels, and findings related to tertiary teachers should therefore be interpreted with caution. Future research should ensure more balanced and purposive sampling across educational levels to strengthen cross-level comparisons and improve representativeness. In addition, language proficiency was measured through self-reported data, which may be subject to over- or

underestimation. Future studies are encouraged to employ standardized or performance-based language proficiency assessments with established reliability and validity. Moreover, another limitation of this study is that some participants reported teaching at multiple educational levels. This may have introduced overlap in group comparisons and affected the independence of the data. To address this issue, a sensitivity analysis was conducted by excluding these participants, and the results showed no substantial differences. This suggests that the overall findings remain stable despite this limitation. Future studies may consider assigning participants to a single teaching level to ensure clearer group comparisons. Finally, while this study identified general professional development needs, it did not examine how these needs vary according to institutional contexts, such as government schools, private institutions, or international schools. Future research exploring these contextual variables could provide more targeted and actionable recommendations for professional development planning.

Recommendations

Based on the findings, several practical implications can be drawn. First, policymakers and educational institutions should strengthen both financial and structural support for school-based and collaborative professional development, such as peer coaching and mentoring, as teachers appear to benefit from context-embedded learning opportunities. In addition, professional development should be differentiated across educational levels. A one-size-fits-all approach may not adequately address the distinct needs of primary, secondary, and tertiary EFL teachers. To address the commonly reported barrier of limited time, schools and institutions are encouraged to allocate protected time within teachers' regular workload for participation in professional development activities. This structural support may improve both participation and sustained engagement. Furthermore, professional development providers should design integrated programs that combine technological pedagogical knowledge (TPK) with core pedagogical knowledge (PK), particularly in areas such as classroom management, assessment literacy, fostering students' critical thinking and the effective use of digital tools to support student learning. Finally, expanding blended professional development formats that combine face-to-face workshops with online components may provide greater flexibility and accessibility for teachers working in diverse and resource-constrained contexts. Most importantly, policymakers and educational institutions may consider introducing a "protected time" policy that allocates approximately two hours per week within the official school timetable for teachers' professional development activities. This dedicated time could support continuous learning through peer observation, collaborative planning, and participation in structured PD programs without adding to teachers' workload outside regular teaching hours. Such a policy would help address the major barrier of time constraints identified in this study and promote more sustained and systematic professional growth.

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