

Approaches of Malaysian Education System To Address Teachers' Shortage Issue

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Abstract:

The dearth of trained instructors in Malaysia is significantly affecting both classroom teaching and academic achievement of the students. This article tries to evaluate the numerous strategies employed by Malaysia's government and educational institutions to properly handle this continuous difficulty. Two of the most crucial strategies in the active search for new teachers include using large-scale recruitment campaigns including recent college graduates from disciplines unrelated to education and pedagogical training courses. To balance the distribution of teachers, particularly in rural and far-off areas, financial incentives such hardship allowances and special placements have been employed to encourage instructors to remain in neglected areas and keep working there. Furthermore, used to maximise the present human resources and raise the capacity of the teaching team are e-learning and hybrid teaching approaches. The report also emphasises the need of continuous professional development and the welfare of teachers. Programs aiming at raising degrees of job satisfaction, educate better, boost knowledge and skills, and lower stress have been tried to be improved. Thanks to recent legislative reforms, teachers were supposed to have more time to focus on their finest work—that of instruction. Notwithstanding these initiatives, problems like uneven regulatory enforcement, a drop in enthusiasm for education, and inadequate money for training continue. Results of this research underline the continuous need of policy change, additional financing for teacher education, and a long-term strategy aiming at enhancing the teaching quality in Malaysia. Notwithstanding development, this paper contends Malaysia should change its approach. Policymakers who are dedicated to guarantee that every student has equitable access to high-quality education and to enhance the educational system of their nation will find great relevance in these outcomes.

1. Introduction

It is becoming clear that the lack of qualified teachers in Malaysia is seriously compromising educational possibilities and fairness. Many basic disciplines, including English, science, and mathematics, suffer greatly from this shortfall.

Schools in rural and isolated areas also find it significantly more challenging to attract and retain skilled instructors. The great scarcity of qualified teachers affects classroom instruction as well as the nation's capacity to meet its educational objectives for the future.

Over the last many years, the Malaysian MoE has tackled this problem by running a variety of various

projects. One of the most obvious changes is the launch of massive recruitment campaigns meant to fill teaching positions in public schools with qualified candidates. Particularly those from fields unrelated to education, training courses meant expressly to support the recruiting process help fresh graduates be ready to join the teaching field. These programs are meant to provide participants the fundamental pedagogical abilities required of teachers, even if their length is often somewhat limited [1].

The government has instituted a range of incentives, both financial and non-financial, to help to ease the teacher shortfall. More precisely, there are chances for professional growth, help with relocation, and hardship allowances accessible to teachers who are eager to work in economically deprived areas. These sorts of incentives are very essential to guarantee a more balanced distribution of professors and to raise retention rates in fields less enticing to possible candidates. Furthermore, using technology into teaching strategies has helped to reduce some of the manpower shortages now under effect. Children now get a great education even in cases of limited resources because to the development of technology such hybrid learning, online classrooms, and digital supplementary materials. These digital tools not only help instructors run big classrooms—which is particularly important during crises like the COVID-19 epidemic—but they also reduce the pressure of teacher shortages, a major cost [2].

Still another important approach is raising the expectations for teachers' professional and personal development. Initiatives that provide continuous professional development have been given priority as reducing the rates of burnout and staff turnover has been a main goal. The main priorities of these initiatives are the improvement of skills, classroom management, and mental health treatment approach. Administrative changes implemented to help to further liberate teachers' time so that they may concentrate on really teaching have lowered the amount of work instructors are expected to accomplish outside of the classroom.

There are still some problems even if these initiatives have been undertaken. Among the problems falling under this category include inadequate infrastructure in teacher training institutions, disparities in policy implementation among states, and waning appeal of teaching among young people. Regarding these problems, the government and other educational players should work together on a thorough and long-term project. Overcoming the present shortfall calls for a long-term plan emphasising on improving working conditions, increasing teacher education programs,

and raising the stature of the teaching profession [3].

2. Background Of the Study

Because of a lack of qualified teachers, which affects the amount and quality of instruction, it has evolved into a continuous and complicated problem in Malaysia's educational system. From elementary schools to colleges, several facets of the educational system have been voicing their discontent with the shortage of certified instructors since the dawn of the twenty-first century. In rural and distant locations, where fewer qualified teachers abound than in metropolitan areas, the situation is even more grave. An inadequate number of teachers being assigned causes both disturbances to the learning process and obstacles in the nation's endeavour of educational equity and development objectives. The fact that there are insufficient instructors drives both of these problems.

One major obstacle the Malaysian MoE notes as essential to the efficient application of educational reform is the ongoing lack of qualified teachers. The issue has many moving elements and stems from things like young individuals losing interest in teaching, excessive work stress, little efforts at recruiting, and early retirement. These elements taken together help to explain the issue. Teachers in big cities like Kuala Lumpur and Selangor are much more plentiful than those in more rural areas such Sabah, Sarawak, and Kelantan. This disparity is widening [4].

The government has set up many initiatives in response to this increasing concern. Particularly remarkable when contrasted to the other initiatives is the large, one-time recruitment drive for teachers starting in 2021 and trying to cover thousands of positions all throughout the nation. Graduates from fields other than education were also qualified to apply for teaching jobs after this change was put into effect as long as they had finished the required teacher training. These initiatives examine many factors, including the immediate requirement to cover open positions as well as the more distant need to guarantee a continuous supply of skilled teachers.

Giving instructors monetary incentives is one of the most important tactics as it helps them to inspire to work in challenging or remote locations. Among the many elements that make up these incentives are relocation allowances, hardship payments, and more chances for professional development. These initiatives aim to help educational institutions which have lately battled to maintain cohesion within their teaching staffs. Whether or if these

incentives would be used to solve problems like low worker morale and hazardous working conditions is not clear-cut right now [5].

There is a dearth of teachers; technology has somewhat helped to offset some of this shortfall. Particularly after the COVID-19 epidemic, there has been notable rise in the use of hybrid and online learning settings. These digital technologies have momentarily solved the dearth of teachers in places where their count is low. They have accomplished this via centralised material supply and remote instruction. Schools can now better run big classes and preserve academic continuity even with fewer personnel by use of technology. Technology helps schools become more efficient even if it cannot replace in-person learning.

Priority also has been given to the emotional well-being and professional development of teachers currently in the workforce. The recently launched initiatives for ongoing professional development mostly aim to improve teaching methods, provide emotional support, and equip one with new abilities. Another objective of ours is the lowering of administrative restrictions, therefore freeing more time for student interaction and classroom teaching.

Notwithstanding all the efforts made, the problem of insufficient teaching staff still exists. While acting quickly is commendable, it is impossible for these initiatives to replace strategic thinking, consistent policy, and a fresh dedication to improve the attractiveness of the teaching career. This consists of the improvement of initiatives aiming at preparing teachers, the supply of competitive compensation, and the creation of a pleasant workplace. It would be rather difficult to guarantee that every kid in Malaysia gets access to an education of the best quality in absence of a purposeful and persistent effort [6].

3. The Purpose Of the Research

The aim of this study is to look at the many approaches the Malaysian educational system employs to handle the continuous problem of teacher shortages all around. Among other significant projects the MoE has started are professional development programs, financial incentives, recruiting campaigns, and classroom technology integration. This work aims to identify these projects. This study aims to provide some insight on how the educational system may sustainably address personnel shortages, particularly in rural and economically underprivileged regions. This will be achieved by evaluating the success of many approaches along with the difficulties they provide. Now that the data

have been gathered, stakeholders, school administrators, and politicians in Malaysia could be able to build better strategies to recruit and retain teachers and give them chances for continuous professional development, so enabling a more fair and high-quality education system.

4. Literature Review

Fundamental courses such Bahasa Melayu, English, Islamic Studies, Design and Technology, Visual Arts Education, and History have suffered especially from Malaysia's ongoing shortfall of trained instructors in their system. Particularly affected are these disciplines. The Ministry of Education (MoE) has responded to this disparity by taking a range of actions meant to help to improve the circumstances.

One strategy that has demonstrated great effectiveness is the hiring of many teachers. By means of subject cluster and one-off recruitment strategies, the MoE was able to fill vital topic teaching positions with 22,327 new teachers between the years 2021 and January [7]. The driving forces behind this project were the provision of high-quality education in all spheres as well as the urgent needs of the pupils.

The MoE has studied hybrid teaching strategies in line with recruiting strategies. Reacting to the dearth of qualified teachers in certain fields of study, PdP hybrid teaching and learning has been instituted. This method combines online resources with instruction in a standard classroom environment. This method can be adjusted to fit the needs of a wider range of students and can enable more students; it offers more effective use of instructional resources [8].

Furthermore, shown are the significant effects of financial incentives on the hiring and retention of teachers. The Malaysian Institute of Economic Research (MIER) underlined the importance of making large educational expenditures in order to make professions in teaching more appealing to future students. Schools must be able to provide competitive pay and enhanced benefits to their staff if they want to keep their current staff members and attract fresh ones [9]. Many people believe that their discontent and job quitting are the result of the administrative and workload obligations placed on their professors. Instructors hardly ever deal with a "impossible workload," in which case they combine their duties as instructors with those of administrators. These might cause tiredness and finally resignation [10]. Retaining teachers depends on lowering the administrative load while still giving chances for professional growth. Another proposed fix for the issue of too heavy

workloads and a dearth of qualified instructors is the single-session school system. The MoE is transitioning to single-session schools in an effort to relieve educator stress and guarantee that teaching in a range of environments does not cause burn-out [8].

Notwithstanding these steps, the issues related to the teacher scarcity persist. Maintaining a teaching staff in Malaysia that is both competent and long-lasting calls for constant observation, rule adjustment fit for the circumstances, and financial support in opportunities for teachers to participate in professional development activities.

5. Research Question

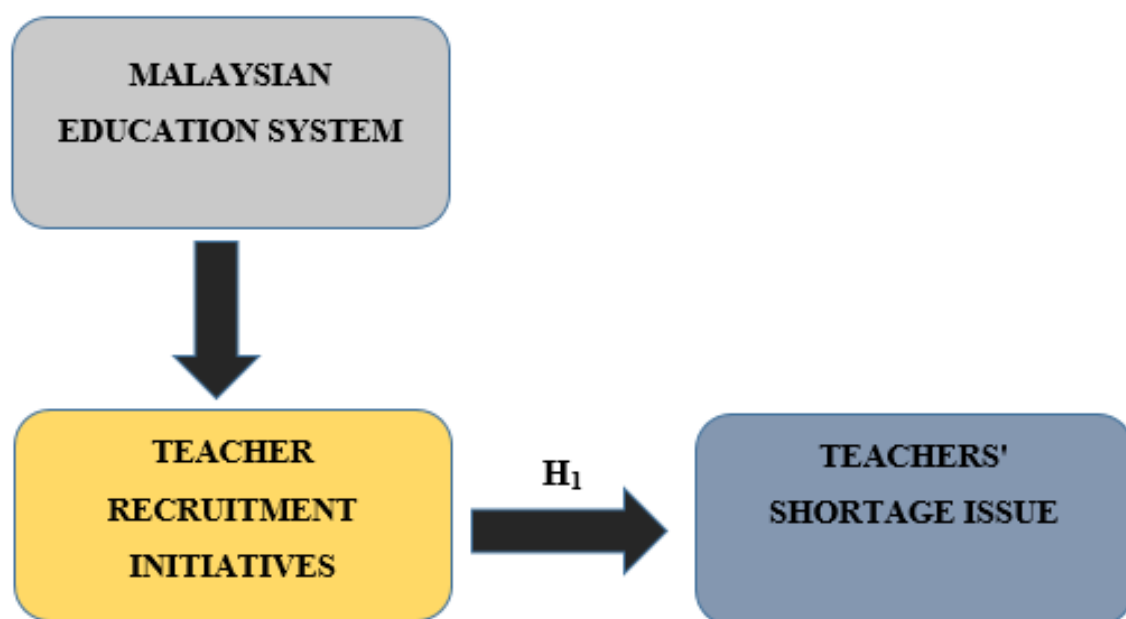
How do teacher recruitment initiatives help reduce the teacher shortage in Malaysia?

6. Methodology

6.1 Research Design

The quantitative data analysis was conducted using SPSS version 25. The odds ratio and 95% confidence interval were used to ascertain the strength and direction of the statistical link. The researchers developed a statistically significant criterion at $p < 0.05$. A descriptive analysis was performed to determine the key characteristics of the data. Quantitative approaches are often used to evaluate data obtained from surveys, polls, and questionnaires, as well as data modified by computational tools for statistical analysis.

7. Conceptual Framework



8. Result

6.2 Sampling

Research participants filled out questionnaires to provide information for the research. Using the Rao-soft programme, researchers determined that there were 890 people in the research population, so researchers sent out 1000 questionnaires. The researchers got 950 back, and they excluded 32 due to incompleteness, so researchers ended up with a sample size of 918.

6.3 Data and Measurement:

A questionnaire survey served as the principal tool for data gathering in the study. The survey had two sections: (A) General demographic information and (B) Responses on online and offline channel variables assessed using a 5-point Likert scale. Secondary data was obtained from many sources, mostly on internet databases.

6.4 Statistical Software:

The statistical analysis was conducted using SPSS 25 and MS-Excel.

6.5 Statistical Tools:

To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyse the data using ANOVA.

Factor Analysis

The process of verifying the underlying component structure of a set of measurement items is a widely used application of Factor Analysis (FA). The observed variables' scores are believed to be influenced by hidden factors that are not directly visible. The accuracy analysis (FA) technique is a model-based approach. The primary emphasis of this study is in the construction of causal pathways that connect observable occurrences, latent causes, and measurement inaccuracies. The appropriateness of the data for factor analysis may be assessed by using the Kaiser-Meyer-Olkin (KMO) Method. The adequacy of the sampling for each individual model variable as well as the overall model is assessed. The statistics quantify the extent of possible common variation across many variables. Typically, data with lower

percentages tends to be more suited for factor analysis. KMO returns integers between zero and one. Sampling is deemed adequate if the KMO value falls within the range of 0.8 to 1. It is necessary to take remedial action if the KMO is less than 0.6, which indicates that the sampling is inadequate. Use the best discretion; some authors use 0.5 as this, therefore the range is 0.5 to 0.6. If the KMO is close to 0, it means that the partial correlations are large compared to the overall correlations. Component analysis is severely hindered by large correlations, to restate. Kaiser's cut offs for acceptability are as follows: A dismal 0.050 to 0.059. 0.60 - 0.69 below-average Typical range for a middle grade: 0.70–0.79. Having a quality point value between 0.80 and 0.89. The range from 0.90 to 1.00 is really stunning.

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.850
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

The overall significance of the correlation matrices was further confirmed by using Bartlett's Test of Sphericity. A value of 0.850 is the Kaiser-Meyer-Olkin sampling adequacy. By using Bartlett's sphericity test, researchers found a p-value of 0.00. A significant test result from Bartlett's sphericity test demonstrated that the correlation matrix is not a correlation matrix.

9. Independent Variable

Malaysian Education System:

Under Malaysia's centralised education system, which runs pre-kindergarten all the way up to university, the ministries of Education and Higher Education make the major decisions. Over the last several years, it has witnessed significant reforms with an aim towards bringing Malaysia's educational system closer to reaching international standards and cutting expenses. The main tool compassing the advancements is the Malaysia Education Blueprint 2013–2025. The projects the government intends to implement in order to

increase educational excellence, equality, accessibility, and competence are compiled in this work. The system offers three types of curricula: national, vernacular, and international. The system covers public and private venues as well [11] Along with digitalisation and lifelong learning, the Twelfth Malaysia Plan offers considerable relevance for the growth of Technical and Vocational Education and Training (TVET). These developments are intended to improve student proficiency in important areas. Apart from this, major initiatives like the Dual Language Program (DLP) aim to lower differences between urban and rural schools, improve teacher retention and training, and thus minimise inequality. The COVID-19 pandemic increased the acceptance of digital technologies in educational institutions, which inspired the development of fresh technologies such online learning systems and hybrid education models. Increasing numbers of students participate in school activities that educate them about their surroundings, promote diversity and inclusion, and assist to reach goals for

sustainable development. The educational system of Malaysia is seeing a paradigm change towards one more future-ready, technologically equipped inclusive one. This is done to meet the needs of a global market growingly competitive [12].

FACTOR

Teacher Recruitment Initiatives:

Over the last five years, the initiatives implemented to address Malaysia's continuous teacher shortfall in all domains of education and across all parts of the nation have seen considerable developments. The MoE has begun intentional initiatives combining speciality programs and large-scale recruitment operations in order to overcome notable manpower shortages in topics like English, mathematics, Islamic education, and history. These are among the most important problems including considerable manpower shortages. Involving 22,327 teachers across 148 specialisations between the years 2021 and January 2023, the MoE was able to identify areas of highest urgency using the Subject Cluster (KMP) method. Aiming to raise the standard of education in Malaysia, the government of RM9 million in 2025 would sponsor teacher exchange programs in leadership and artificial intelligence. These programs seek to improve the general quality of national education. The MoE has divided the recruitment efforts into three zones: Peninsular Malaysia, Sabah, and Sarawak, thus ensuring a more equitable distribution of teachers and so addressing regional imbalances. These projects provide a whole approach to handle the issue of teacher shortages by correcting regional imbalances, giving instructors chances to engage in professional development, and thus increasing the general number of teachers. Among the many problems the Malaysian educational system still suffers are high rates of worker turnover and the need for improved working conditions. This is the reason attempts at recruiting should be included into a broader all-encompassing strategy including retention and support structures. Till then, it will not be possible to ensure that the system would be sustainable over the long term [13].

DEPENDENT VARIABLE

Teachers' Shortage Issue:

When people in Malaysia talk about the "teachers' shortage issue," they are referring to the long-standing and intricate problem of inadequate competent teachers in a variety of fields and settings. Particularly in the disciplines of English, history, special education, Islamic education, and information and communication technology courses in elementary and senior schools, this problem has become more important throughout the previous five years. Finding and maintaining teachers is far more difficult in rural and far-off places such as

Sabah and Sarawak, which fuels the staffing issue. One of the many causes of this gap is the great administrative load teachers have to deal with in addition to covering a spectrum of disciplines—often outside of their area of expertise. Many instructors have decided to leave their employment or retire early due to the stress and unhappiness this overly high load produces, therefore increasing the shortage. Moreover, many Malaysian college graduates show less passion for teaching than they did years ago. The low remuneration and insufficient opportunities for professional development in the teaching industry might be the causes of this. All these elements have contributed to a vicious cycle wherein the lack of qualified teachers is becoming worse everyday while the number of new teachers entering the field is insufficient to replace the leaving ones. Solving this issue will help to ensure that the educational system will be sustainable and efficient over time by means of comprehensive policies targeted at improving working conditions, producing competitive incentives, and thus raising the broad attractiveness of the teaching profession [14].

Relationship Between Teacher Recruitment Initiatives and Teachers' Shortage Issue

There is an ongoing scarcity of qualified teachers in Malaysia, and the activities taken to find instructors clearly correlate with the problem. Along with underprivileged communities and rural areas, the global scarcity of skilled teachers disproportionately affects important disciplines such English, science, and mathematics. This shortfall has resulted in declining educational quality, more teacher workloads, and widening differences in student degrees of achievement. In response, the Malaysian government and the MoE have started many recruiting campaigns aiming at raising the country's qualified teachers count. Mass recruiting initiatives, including the one-time employment of more than 18,000 teachers in the year 2021, have been among the most obvious tactics used here. Especially in fields where qualified candidates are in great demand, this was a major first step towards immediately filling open positions. Furthermore developed to simplify the recruiting process and concentrate on subject-specific needs was a new recruitment model called the Subject Cluster (KMP). Another trend deserving of consideration is the development of tailored recruiting techniques for different sectors. For example, projects aiming at a more fair distribution of teachers across the area are in progress in Sarawak and Sabah.

Notwithstanding the rise in new hires brought about by these programs, structural problems include early retirements, poor retention rates among

teachers, and a scarcity of gifted people entering the industry still cause a shortage. Therefore, in addition to efforts to draw in new teachers, improving working conditions for teachers, offering attractive incentives, and guaranteeing that there are chances for professional development must be top priorities [15].

Technology developments and online recruiting systems have also improved the efficiency of the outreach process as well as the application process, thereby helping to match candidates better. Another unusual approach to increase the pool of available candidates is the expansion of initiatives retraining and upskill recent college graduates who did not want to teach in order to work in the education industry. These initiatives are meant to operate in the education sector rather than be instructional

tools. If Malaysia is serious about ending its teacher shortage issue for real, then its attempts to recruit teachers have to be integrated into a larger, more all-encompassing plan stressing on recruiting, supporting, and maintaining teachers [16].

On the basis of the above discussion, the researcher formulated the following hypothesis, which was analyse the relationship between Teacher Recruitment Initiatives and Teachers' Shortage Issue.

“H01: There is no significant relationship between Teacher Recruitment Initiatives and Teachers' Shortage Issue.”

“H1: There is a significant relationship between Teacher Recruitment Initiatives and Teachers' Shortage Issue.”

Table 2: H₁ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	272	5655.645	1084.496	.000
Within Groups	492.770	645	5.215		
Total	40081.390	917			

This investigation yields remarkable results. The F value is 1084.496, attaining significance with a p-value of .000, which is below the .05 alpha threshold. This signifies the “H1: There is a significant relationship between Teacher Recruitment Initiatives and Teachers' Shortage Issue” is accepted and the null hypothesis is rejected.”

10. Discussion

The Malaysian educational system has shown that it is committed to address the growing problem of teacher shortages by means of many coordinated and focused initiatives. This study aimed to analyse the manner in which important strategic issues, like as to recruit teachers, try to address the problem, and relate the system (the independent variable) with the shortage of instructors, the dependent variable. Notwithstanding the fact that some forward-looking policies and projects have been carried out, the results imply that structural, operational, and systemic constraints still exist and hinder the long-term advantage from being totally preserved.

One of the main strategies used in order to address

the shortage has been trying to attract additional teachers. The proactive strategy the MoE is taking to lower the demand-supply mismatch involves campaigns tailored to the Sabah and Sarawak areas, the use of the Subject Cluster method (KMP), and major one-off recruiting efforts. These initiatives have been effective over the short term in filling thousands of positions, particularly in rural underdeveloped regions and in sectors in great demand. Further actions that could help to diversify and widen the teacher pipeline include the encouragement of alternative teacher certification, the use of online recruiting tools, and the government subsidy distribution for teacher upskill development.

Notwithstanding these admirable efforts, a lot of factors contribute to the ongoing scarcity that exists. High turnover rates, graduates' lack of passion in teaching, and insufficient support for recently hired teachers lead recruiting campaigns to fail and fall short of their intended usage. These issues show that the problem is essentially qualitative and not merely quantitative, so it is important to enhance the approaches of professional development, job satisfaction, and teacher retention correspondingly. Teachers abandoning their jobs early or resigning themselves are influenced by their exhaustion resulting from

too much work to complete, the strain of administrative chores, and the lack of chances for professional development. Therefore, even although the Malaysian education system has been able to manage with the teacher shortage to some degree by the use of organised recruiting methods, it is of great necessity to fast move from reactive to preventative tactics. Over time, improvements should be focused on enhancing teacher preparation programs, working conditions, performance-based career development models, incentives for serving in rural or economically underdeveloped areas. More precisely, improved data forecasting and regional human resource planning may help to match the supply of teachers with the demand at the school level, therefore promoting more fair distribution.

11. Conclusion

Lack of trained instructors is a reoccurring issue in Malaysia that substantially impacts the equity and quality of education there. This study aimed to assess, more precisely how the educational system in Malaysia influences this issue by means of focused tactics (the independent variable), the impact of measures geared for recruiting teachers on this problem in that country. The government's determination to fill the deficit has been shown by a spectrum of events including subject-specific recruitment strategies, intensive hiring campaigns, and regionally focused initiatives. Especially in many industries and subject areas where there is a strong need for qualified candidates, these programs have shown helpful in short term filling of required jobs. On the other side, the findings reveal that just adding more employees will not be enough to ensure consistency over time. Notwithstanding these programs, issues like excessively high staff turnover, discontent with work, and stopped professional growth still cause concern. Thus, in addition to hiring strategies, programs improving teacher retention, support, and career development must be designed to forward the sector. One has to have a more all-encompassing long-term strategy that can pull in, hang onto, and support Malaysian teachers in becoming more empowered. Recruitment of teachers with long-term institutional modifications must be coupled with other components of the system if the researcher is to adequately address the teacher shortage and ensure that the educational system of Malaysia is of the highest quality.

Author Statements:

- **Ethical approval:** The conducted research is not related to either human or animal use.
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