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"The Missing Link" Teachers' Knowledge and Application of Debriefing Practices: A Nominal Group Technique approach

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Abstract
This study utilizes the Nominal Group Technique (NGT) to identify gaps in Malaysian teachers' knowledge of the debriefing process, a vital pedagogical tool for enhancing student learning. Findings indicate that while 90.48% of educators understand debriefing goals, only 66.67% feel adequately trained, highlighting a critical need for professional development. Additionally, 95.24% believe debriefing improves student comprehension and critical thinking. This disconnect between understanding and practice underscores the significance of targeted training and institutional support. Thus, further research is recommended to explore effective training modules, ultimately aiming to enhance the effectiveness of debriefing and improve educational outcomes.

Keywords: Nominal Group Technique, Debriefing.

1.0 Introduction
The debriefing process is an essential component of learning that identifies key takeaway messages and improves the effectiveness of teaching in any form. All while feeding into a whole conduction of debriefing to enable teacher leverage and positive formative for students (Baker et al., 2022). A new study shows how crucial teachers' understanding is to putting those debriefing techniques into practice and so facilitating student retention of information (Smith & Jones, 2023). Hence, it is important to comprehend how teachers perceive and implement the debriefing process in order to develop training programs that improve instructional effectiveness.

Importance is placed on debriefing in the educational process especially where teaching and learning are concerned. Previous studies show that teachers in Malaysia thrust structured debriefing time into collaborative learning and professional development (Ahmad & Tan, 2022). Time limitations and differences in knowledge of debriefing practices can hinder effective implementation (Rahman et al., 2023). It is specifically observed that debriefing has emerged as an embraced pedagogical practice to help them reflect on their teaching practices and support students learning. However, there are some voids in the implementation of debriefing process practice among teachers in Malaysia which limit the potential benefit of debriefing and curb its effect on educational performances.

Debriefing is widely recognized as a vital component of reflective teaching, providing educators with the opportunity to analyze their instructional methods, address challenges, and enhance student learning outcomes. Although debriefing has been proven to be

beneficial, it remains difficult to implement effectively in many educational settings. The missing link for teachers involves the transition from an understanding of debriefing techniques to using it as a tool in the class room.

In sum, enhancing debriefing would involve training, development of standardised frameworks, institutional and organisational support, access to resources, and integration with assessment. When these solutions and skills are implemented, we can raise the standard of debriefing and therefore achieve better teaching practice and better learning outcomes. This research sought to gather information on what knowledge of debriefing teachers possess, and the practices they employ, to identify the biggest barriers within the literature around the missing link in knowledge and practice, and to make recommendations for actionable solutions. By addressing these gaps and barriers, this study aims to provide actionable insights into improving debriefing practices among Malaysian teachers.

1.1 The objectives of this study are as follows:
1. To explore teachers' knowledge and application of debriefing practices within educational contexts.
2. To identify key factors influencing the effectiveness of debriefing practices in order to improve their application.

2.0 Literature Review
The debriefing process is essential for reflective teaching, enabling educators to enhance their practices and improve student outcomes. Despite that, gaps in knowledge and application persist among teachers in Malaysia. Hence, addressing these gaps requires a multifaceted approach.

2.1 Training and standardization
Strong professional development about debriefing is necessary. This should be embedded in theoretical and practical programmes to prepare educators using a structured framework such as Gibbs' Reflective Cycle. Generic protocols for debriefing are standardized which identifies necessary procedures and guidelines and serve to decrease variability and increase effectiveness (Rahman et al., 2023).

Standardized debriefing protocols are equally crucial, as they ensure consistency by outlining essential steps and best practices. This reduces variability in implementation and enhances the overall effectiveness of debriefing (Rahman et al., 2023). Standardized debriefing protocols are equally critical to ensure consistency across schools and educators. These protocols serve as a guideline for conducting effective debriefing sessions, outlining essential steps such as setting clear objectives, fostering open discussions, and concluding with actionable insights. By reducing variability in how debriefing is conducted, standardized protocols enhance the reliability and effectiveness of the process, allowing educators to achieve consistent results regardless of their teaching environment.

Debriefing protocols that promote how others should approach debriefings are critical because they provide structure by specifying step or best practices. This decreases inconsistency across implementations and increases the overall efficacy of debriefing (Rahman et al. 2023). These protocols guide users in implementing effective debriefing, defining important steps such as defining objectives, engaging in conversations, and extracting meaningful insights. For example, a standardized protocol might involve teachers following a step-by-step guide to structure their sessions, starting with a reflection on teaching goals, followed by collaborative feedback, and ending with specific strategies for improvement.

Through simulation, role play and reflective discussions in their training, prospective teachers can experience conducting debriefing sessions (Chong & Ismail, 2022). In addition, these training sessions should highlight the necessity of adapting debriefing strategies to different classroom environments to enable teachers to enact their strategies considering the specific needs of their students.

Standardized debriefing protocols are also needed to ensure both consistency and effectiveness across schools. These are frameworks for teachers that detail critical and specific steps such as setting objectives, creating discussion ground rules, and summarizing practical takeaways. Having a standard approach now will minimize the heterogeneity of how debriefing is done, hence provide an opportunity for the educators to offer evidential based practices with consistently reproducible outcomes (Rahman et al., 2023).

2.2 Cultural and institutional support
Creating a supportive school culture is crucial to foster open dialogue and collaboration. Thus, leadership should prioritize reflection by promoting peer feedback and resource sharing. Creating a supportive school culture is crucial to foster open dialogue and collaboration among teachers. A reflective culture allows educators to feel safe and supported when discussing their teaching practices and identifying areas for improvement.

Leadership drives this culture by emphasizing reflection and encouraging the sharing of feedback and resources. Finally, leadership training for administrators might also encourage open dialogue and lower hierarchal barriers that may hamper collaboration. Having Institutional support is another pillar of successful practices of debriefing. One of the most common barriers to debriefing is being short on time, so allocating specific time during the school day during which debriefing can be carried out is important. Such by recognizing reflective teaching sends a signal that the institution regards this concept as important and needs to (Tan & Ismail, 2023). Schools can also initiate mentoring programs wherein a seasoned teacher coaches her novice colleague on how to facilitate a debriefing, thus supporting continuous in-district development through peer collaboration.

The key to wider adoption of debriefing also comes down to institutional support. Ensure time for debriefing and making sense of experiences is built into teachers' schedules as one approach for schools to prioritize reflective practice. Although we acknowledge the

time pressure of teachers, schools must be cognizant of the critical role that debriefing plays, and give teachers the space to be reflective practitioners without the competing priorities (Tan & Ismail, 2023).

2.3 Integration with assessment
SThe effectiveness of debriefing is further amplified when it is in line with the curriculum objectives and the ways this learning will be assessed.

The power of debriefing is magnified when it is tied to curricular goals and assessment practices. By incorporating debriefing alongside assessment, the process of reflection is related to a discrete learning goal, making it more meaningful and relevant for students and instructors. For instance, immediately after a debrief, educators can draw upon reflective insights to shape their formative assessments, recognizing what components of student understanding to address further.

Debriefing is much more effective when connected to curriculum goals and assessment practices. Debriefing associated with the objectives of a particular lesson or unit can also serve as effective reflection and evaluation tool. Aligning these competencies drives a connection between the debriefing process as a reflective practice and the need to address measurable outcomes beyond the personal reflection purposely completed by educators but facilitates the practice to enhance the practice of teaching and learning.

Aligning debriefing with assessment also strengthens the relevance of reflection by ensuring that it is directly tied to tangible learning outcomes. When teachers are able to link their reflective insights to curriculum goals and student performance, debriefing becomes a more integral and impactful part of their teaching practice, fostering a deeper connection between reflection and learning (Lee & Kim, 2023).

2.4 Addressing barriers and enhancing resources
Continuous feedback and assessment processes will enable continuous improvement and iterations among educators for better methods and sharing of best practices (Chong & Ismail, 2022). Official debriefing can be tremendously improved and needs dedicated training, a standardized framework guidelines, institutional commitment or resources, and integration with assessment. Thus, these solutions offer the potential to increase debriefing effectiveness, which ultimately improves teaching practice and student learning.

The key in improving the debriefing process is through the continual feedback and assessment process. Regularly utilizing evaluation processes allows educators to continuously work on improving their practices, what works best for them, and sharing what works with their colleagues (Chong & Ismail, 2022). Without standardised protocols or frameworks for debriefing, and without common areas of focus for those guidelines, debriefing might be implemented in very different ways by different teachers making them potentially as variable in effectiveness as they can be in design. Solution to this would be development of standardized debriefing protocols information available to all educators to offer debriefing. This includes debriefing that is consistent, widespread and used effectively (Rahman et al., 2023). These protocols can be accompanied by guides, templates, and example scenarios that help teachers to implement debriefing with confidence. Debriefing is widely recognized as a vital component of reflective teaching, providing educators with opportunities to analyze their instructional methods, address challenges, and enhance student learning outcomes. However, gaps in knowledge and application persist among teachers in Malaysia, particularly concerning the implementation of structured debriefing practices (Rahman et al., 2023).

2.5 Teacher Knowledge and Application
Previous studies highlight a disconnect between teachers' theoretical understanding of debriefing and its practical application in the classroom. For example, Smith and Jones (2023) emphasize the importance of debriefing in fostering student retention and critical thinking but note that many educators lack adequate training. Ahmad and Tan (2022) further observe that time constraints and insufficient institutional support hinder the effective use of debriefing techniques in Malaysian schools.

2.6 Factors Influencing Effectiveness.
Several factors influence the effectiveness of debriefing practices. These include the availability of professional development programs, the standardization of debriefing protocols, and the integration of debriefing with curriculum and assessment goals. Rahman et al. (2023) argue that standardized frameworks, such as Gibbs' Reflective Cycle, can enhance consistency and reliability across schools. Additionally, cultural and institutional support play crucial roles in fostering a reflective teaching environment (Tan & Ismail, 2023).

3.0 Methodology
This study employed the Nominal Group Technique (NGT), a structured group discussion method designed to gather diverse perspectives and achieve consensus among participants. NGT was selected for its ability to systematically prioritize ideas in a group setting, ensuring equal participation and mitigating dominance by individual members.

3.1 Research Design
The study adopted a qualitative research design, leveraging NGT to collect and analyze data from participants. This approach was chosen due to its capacity to generate in-depth insights and prioritize collective decision-making, which aligns with the research objectives to explore and enhance teachers' knowledge and application of debriefing practices.

3.2 Participant Selection

Participants were purposively sampled based on their expertise and experience in debriefing practices within the educational context. Seven experts, familiar with debriefing practices and possessing significant teaching experience, were invited to participate in the study. Inclusion criteria included a minimum of three years of teaching experience and prior exposure to debriefing techniques. This purposeful selection ensured that the participants could contribute valuable insights to address the research objectives.

3.3 Data Collection Procedures

The NGT sessions were conducted in a structured manner to maximize the quality of data collection and ensure transparency in the research process. The process included the following steps:

A workshop, which is a 1-hour session, conducts the process of gathering experts in an in-person meeting. In this case, experts were gathered and a NGT method brainstorming was done by collecting ideas as well as solutions from expert opinion. After the session, a particular calculation was made by the researcher using the NGT method to achieve results that would fulfill the objectives of this research.

3.3.1 NGT techniques step

NGT is a methodical procedure identifying a group's common opinions on a specific issue. This method was initially noted as a "participation approach for social planning scenarios" (Delbecq et al., 1975). It includes social planning situations ascribed as exploratory research, the use of interdisciplinary specialists, citizen engagement as well as proposal assessment (Kennedy & Clinton, 2015). Subsequently, this technique has found a place in group settings across the spectrum, ranging from empirical social science to psychology research. Although it has been utilized to a particular extent in education research (Lomax and McLeman, 1984), this statistical technique seems more widespread, primarily in social science research. Specifically, the technique helps identify problems, solutions as well as priorities. This is specifically effective in "stranger groups," in which balancing status and verbal dominance among members of the group becomes critical. Firstly, NGT is composed of four stages:

1. Brainstorming: Participants work silently as well as independently in writing down respective solutions to a stimulus question in writing.
2. Round Robin session: One idea is proposed by each participant to a giant flipchart, which is then transcribed. You are not allowed to discuss the concepts. These covered sheets are taped to a wall for all to see. The group facilitator then continues to call on members until the group possess sufficient ideas on the whiteboard, so that all thoughts are captured.
3. Discussion of the list of ideas: The participants discussed each and every idea on the list so that they were clear about the ideas' meaning.
4. Voting: Once the most important concepts have been jointly identified, participants then cast their votes on the flipchart, and the voting pattern is debated (adding a possible ranking of options is optional). Anonymous voting as well as following the rules described above generates real solutions as well as devotion. Finally, NGT creates an intuitive log of what happens in a group by capturing all inputs and rendering them to be approved or rejected via the flipchart pages for making amendments to interactive whiteboards. Groups can also easily pick up from where they left off in a previous meeting, and if they present these papers, it is an excellent way to catch people who missed all or part of a meeting (Fox, 1989; Mustapha et al., 2022).

3.3.2 Research sample

The researcher invited seven experts to participate in the NGT procedure of this investigation relying on the references. Although the discussion about optimal sample size among NGT-based studies continues, NGT may be prformed in a single cohort or large group depending on research needs, which may also be divided into small groups for more detailed communication (Lomax & McLeman, 1984; Dobbie et al., 2004; Mustapha et al.2022). The sample sizes given in Table 1 have been used by previous researchers:

Table 1. Sample size

Author	Sample
Van de Ven dan Delbecq (1971)	5 to 9 experts/participants
Horton (1980)	7 to 10 experts/participants
Harvey dan Holmes (2012)	6 to 12 experts/participants
Abdullah & Islam (2011)	7 to 10 experts/participants

(Mustapha et al, 2022)

3.3.3 Ethical Considerations

Participants were briefed on the study's purpose and procedures, and informed consent was obtained before data collection. Confidentiality and anonymity were maintained throughout the research process to protect participants' identities and responses.

3.3.4 Justification of NGT

The selection of NGT as the primary methodological approach was justified by its structured yet flexible nature, which facilitates balanced participation and consensus-building. This method was particularly suitable for the study's aim to explore and prioritize key factors in debriefing practices, as it allowed the collection of diverse perspectives while ensuring that all voices were heard. By enabling systematic

ranking and analysis, NGT provided robust and actionable insights that directly contributed to the study's objectives. By employing the NGT methodology in this study, we ensured a systematic and inclusive process for data collection and analysis.

3.4 Data analysis
The prioritized ideas from the NGT sessions were subjected to thematic analysis. This process involved coding and categorizing data to identify recurring themes and patterns relevant to the research objectives. The thematic analysis provided a structured framework to interpret participant input systematically. To enhance the credibility of the findings, member checking was employed, whereby participants validated the final themes and interpretations. Additionally, the NGT-PLUS software was used to analyze the voting data, ensuring accurate aggregation and interpretation of results.

4.0 Findings

Table 2. NGT analysis result (output from NGT-PLUS software)

Items / Elements	Voter 1	Voter 2	Voter 3	Voter 4	Voter 5	Voter 6	Voter 7	Total item score	Percentage	Rank Priority	Voter Consensus
1. I understand the main purpose of debriefing in education.	2	3	3	3	2	3	3	19	90.48	2	Suitable
2. I know the steps required to conduct a debriefing session.	2	3	3	3	2	3	3	19	90.48	2	Suitable
3. I believe debriefing enhances students' understanding of the teaching.	3	3	3	3	2	3	3	20	95.24	1	Suitable
4. I often use debriefing techniques in my teaching.	2	3	3	3	2	3	3	19	90.48	2	Suitable
5. I can identify situations that require debriefing.	2	3	3	3	2	3	3	19	90.48	2	Suitable
6. I have knowledge of various types of debriefing.	1	3	3	3	2	3	2	17	80.95	3	Suitable
7. I feel confident leading a debriefing session.	2	3	3	3	2	3	3	19	90.48	2	Suitable
8. I have received sufficient training in debriefing.	1	2	3	2	2	2	2	14	66.67	4	Not Suitable
9. I am aware of resources that can be used to deepen my knowledge about debriefing.	2	2	2	2	2	2	2	14	66.67	4	Not Suitable
10. I believe debriefing can help develop students' critical skills	3	3	3	3	2	3	3	20	95.24	1	Suitable

Table 2 displays the expert-opined suitability scores for teachers' knowledge of the debriefing process. According to the findings of this investigation, all the constituents' percentages were within acceptable ranges. These investigations have established a threshold for the percentage at or over 70% (Deslandes, Mendes, Pires, & Campos, 2010; Dobbie et al., 2004; Mustapha et al., 2022).

4.1 Findings Related to Objective 1: Exploring Teachers' Knowledge and Application
This study revealed significant gaps in teachers' theoretical understanding and practical application of debriefing practices. Specifically, 90.48% of participants acknowledged the importance of debriefing in enhancing student learning, yet only 66.67% felt adequately trained to implement these practices. Additionally, the findings highlighted that while teachers recognized the value of debriefing in fostering critical thinking, many lacked the confidence to lead debriefing sessions effectively. These findings underscore a disconnect between teachers' understanding and execution of debriefing techniques, echoing the gaps identified by Smith and Jones (2023).

4.2 Findings Related to Objective 2: Identifying Key Factors Influencing Effectiveness
Participants identified several critical barriers to effective debriefing, with "time constraints" emerging as the most significant, followed by the lack of standardized protocols and insufficient institutional support. The NGT analysis revealed that 66.67% of participants rated "insufficient training" as a critical factor affecting their ability to conduct effective debriefing. These findings align with Rahman et al. (2023), who emphasized the need for institutional reforms and standardized frameworks to address these challenges. Furthermore, participants prioritized the development of structured guidelines and dedicated time allocations as essential solutions to overcoming these barriers.

The study revealed that while teachers displayed a theoretical understanding of debriefing practices, their confidence in applying these techniques in real-world contexts was limited. For example, over 90% of participants acknowledged the importance of debriefing for enhancing student learning, but only 66.67% felt they had sufficient training to lead debriefing sessions effectively. This finding aligns with Smith and Jones (2023), who noted that while educators often understand the theoretical underpinnings of reflective practices, they

struggle to translate this into actionable classroom strategies. Similarly, Ahmad and Tan (2022) emphasized the lack of robust training programs tailored to debriefing, which mirrors the gaps identified in this study.

Practical implications include the urgent need for targeted professional development programs that focus on both foundational knowledge and hands-on application of debriefing techniques. For instance, workshops incorporating role-play scenarios and reflective discussions, as suggested by Chong and Ismail (2022), could help bridge the gap between understanding and implementation. Additionally, aligning these training modules with established frameworks like Gibbs' Reflective Cycle can offer teachers a structured pathway to enhance their confidence and proficiency.

5.0 Discussion

The debriefing process is widely recognized as a vital tool for reflective teaching and professional growth. It allows educators to critically analyze their teaching methods, evaluate their successes, identify areas for improvement, and ultimately enhance their instructional practices. Debriefing is any post-lesson reflection where teachers are able to analyze their teaching approaches in order to enhance their pedagogy, as well as create spaces for student-focused learning.

5.1 Systemic barriers and the need for professional development
One of the underlying factors that undermines the potential of debriefing is the absence of robust professional development programs aimed at preparing teachers with what they need to know and how to do. Although some educators are familiar with debriefing concepts, they have not been extensively trained to apply debriefing practices well. This mismatch of professional development leaves educators under-resourced to enact reflection in their classrooms. This is why targeted professional development centering around debriefing is necessary to solve this problem. Programs must include both theory and practice, allowing teachers to appreciate the importance of debriefing but also supplying them with guidelines such as Gibbs' Reflective Cycle, or Schön's Reflective Practitioner Model. Incorporating such models into professional development will prepare educators for deeper debriefs and ultimately better teaching and student performance. Additionally, use of self-reflection as an on-going and shifting practice, is an area that could be given more emphasis in ongoing professional development. Ahmad and Tan (2022) further identify inadequate professional development programs as a key barrier preventing educators from confidently adopting debriefing techniques.

5.2 Standardized debriefing protocols for consistency
In addition to professional development, standardized debriefing protocols play a critical role in ensuring consistency and effectiveness across different educational contexts. Without a structured protocol, debriefing can become an arbitrary or fragmented process, with teachers potentially missing key steps or failing to reflect deeply enough on their practices. Standardized protocols can guide teachers through essential phases such as: evaluating successes: identifying what went well during the lesson, identifying improvements: reflecting on areas that need enhancement or adjustment, planning actionable strategies: determining specific steps to improve future teaching practices. Such protocols ensure that debriefing is consistently implemented and that teachers gain practical insights from each reflective session. By reducing variability in how debriefing is conducted, standardized protocols can enhance the overall quality and impact of the process, making it more reliable for teachers across schools, districts, and subject areas. In addition, dealing with the issue of time is indeed very important when it comes to promoting good debriefing practices. While assessing the use of certain strategies and reflecting on student growth is time consuming, embedding debriefing within lesson planning and evaluations ensures that it will be a part of the teaching routine and not additional work on top of it all. Integration of reflective practice into everyday teaching will help in normalizing reflective teaching, thereby ensuring sustainability in the process. Moreover, previous studies (Chong & Ismail, 2022) suggest that professional development programs that blend theory with practice—through role-play, scenario-based learning, and guided self-reflection—yield better outcomes in terms of teacher preparedness and confidence. Emphasizing self-reflection as a continuous and adaptive process could further enhance the long-term effectiveness of these training initiatives.

5.3 Cultural support and fostering an inclusive school environment
Cultural norms and institutional support structures also present challenges to the debriefing process. Fostering an inclusive and supportive school culture is therefore crucial to overcoming these challenges. Leadership training is critical to embedding an open and respectful culture of reflection. It is the role of school leaders to communicate a vision of reflection that inspires educators to perceive feedback not as a form of criticism, but instead as an opportunity to grow. In developing an inclusive school-wide reflective culture, school leaders who model reflective practices in their own behaviour and support peer feedback contribute to an inclusive school culture in which open dialogue is the norm. Effective leadership, which is important at all levels and not just for the top leadership team, should encourage reflection as a key mechanism for continuous improvement and model that behaviour by having debriefing discussions with their staff. Creating peer-support networks is another key strategy for fostering a more inclusive school culture. These networks can mitigate the tensions that may arise from hierarchical structures by encouraging collaboration among teachers at all levels. Peer support provides teachers with a safe space to share experiences, offer constructive feedback, and work together to solve challenges. This collaborative approach enhances professional learning and empowers teachers to engage in reflective practices with confidence.

5.4 Aligning Debriefing with Educational Objectives and Innovations
Finally, it is essential that debriefing is aligned with educational objectives to ensure its relevance and maximize its impact. When debriefing is linked directly to the curriculum and assessment goals, it provides teachers with concrete insights into how their reflective

practices can improve both teaching methods and student learning outcomes. This alignment creates a semipermeable membrane between reflection and measurable student outcomes, allowing teachers to see the practical value of debriefing in the context of their educational goals. Furthermore, aligning debriefing with innovative teaching strategies ensures that reflective practices remain relevant in an ever-changing educational landscape. For instance, as new teaching technologies and methods emerge, debriefing can help educators assess how these innovations are being integrated into their classrooms and identify areas where further adaptation is needed. Reflective practices that are aligned with both educational objectives and teaching innovations will not only improve the quality of teaching but also ensure that students are receiving the best possible learning experience. By aligning professional development with evidence-based frameworks and practical strategies, educators can be empowered to bridge the gap between understanding and application. This, in turn, can foster better teaching practices and improve student learning outcomes, as highlighted in studies like Tan and Ismail (2023).

5.5 Exploring Teachers' Knowledge and Application
The findings revealed significant gaps in teachers' understanding and application of debriefing practices. While many participants demonstrated a theoretical understanding of debriefing goals, fewer were confident in implementing these practices effectively. This aligns with previous studies, such as Smith and Jones (2023), which identified a disconnect between knowledge and practice. Addressing this gap requires targeted professional development programs that focus on both theoretical foundations and practical applications.

5.6 Identifying Key Factors Influencing Effectiveness
The study identified several critical factors influencing the effectiveness of debriefing practices, including time constraints, lack of standardized protocols, and insufficient institutional support. These findings echo the literature, particularly Rahman et al. (2023), who emphasized the need for structured frameworks and cultural support to foster reflective teaching practices. By addressing these barriers, educators can better integrate debriefing into their routines, ultimately enhancing teaching quality and student outcomes.

6.0 Implications

6.1 Aligning Practices with Educational Objectives
The study's results underscore the importance of aligning debriefing practices with broader educational objectives. By addressing the identified gaps in knowledge, training, and institutional support, educators can more effectively integrate debriefing into their teaching routines. These efforts not only enhance individual teaching practices but also contribute to systemic improvements in educational quality.

6.2 Policy-Level Implications
Beyond the immediate context of the study, these findings hold significant implications for broader educational policy and practice. Policymakers can utilize these insights to develop national frameworks for teacher training that emphasize reflective practices like debriefing. Additionally, the study's emphasis on time allocation and institutional support can inform curriculum reforms aimed at integrating reflective teaching methods across various educational levels.

6.3 Technology-Driven Solutions
Future research should also explore the potential for digital platforms and tools to support virtual debriefing sessions, enabling broader participation and accessibility. By leveraging technology, institutions can overcome resource constraints and ensure that reflective practices remain sustainable and scalable in diverse environments. These considerations provide a roadmap for translating the study's findings into impactful changes both within and beyond the confines of the current research context.

7.0 Conclusion

Further studies can be done for future researchers to observe closely the proper approach to solving this problem. Moreover, the gap demonstrated in our findings may also aid future researchers in developing specific debriefing frameworks and explore effective training modules. In conclusion, debriefing is a vital tool for enhancing teaching and learning. However, addressing gaps in training, resources, and institutional support is critical for its effective implementation. By aligning debriefing practices with cultural and curriculum contexts, we can empower educators to adopt reflective teaching methods and ultimately improve student outcomes.

8.0 Recommendations

Professional Development: Develop targeted training programs that address both theoretical and practical aspects of debriefing. These programs should incorporate standardized frameworks such as Gibbs' Reflective Cycle to provide clear guidelines for implementation. Standardization of Protocols: Establish and disseminate standardized debriefing protocols to ensure consistency and effectiveness across schools. These protocols should include clear templates, step-by-step procedures, and real-world examples to guide educators effectively.

New Research Directions: Further research should explore the development and testing of effective training modules tailored to educators' specific needs. These studies could also investigate innovative approaches to integrating debriefing into various classroom environments while evaluating their long-term impact.

Addressing Resource Constraints: Investigate innovative strategies to overcome time and resource limitations in implementing debriefing practices. For instance, digital tools and platforms can be leveraged to provide flexible, on-demand training and virtual debriefing sessions.

9.0 Limitations
This study has several limitations that should be acknowledged. First, the sample size was limited to seven participants, which may not fully represent the diversity of perspectives among educators in Malaysia. Second, the study relied on self-reported data, which could introduce biases related to social desirability or recall accuracy. The findings are context-specific and may not be generalizable to other educational systems or cultural settings. The Nominal Group Technique (NGT) proved to be an effective method for systematically gathering and prioritizing ideas from participants. Future studies could replicate this methodology with larger and more diverse samples, such as educators from various levels of schooling or regions, to enhance the generalizability of findings. Additionally, incorporating mixed methods, such as combining NGT with follow-up interviews or surveys, could provide richer insights into the challenges and enablers of debriefing practices.

Acknowledgement

Paper Contribution to Related Field of Study
The starting point of this study is to identify the issue of debriefing for teachers in Malaysia. Therefore, the perspective obtained from this finding should be used as the first step in any attempt to study new constructs, new samples, and the frameworks and modules in improving the debriefing process. The authors declare that no conflict of interest needs to be reported in the current study.

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