

Challenges Faced by Trainee Teachers during Teaching Practicum

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ABSTRACT

Teaching practicum is a crucial component of teacher education, providing trainee teachers with real-world classroom experience. However, the transition from theory to practice presents numerous challenges that impact their professional development. This paper explores the difficulties faced by trainee teachers during their teaching practicum, including lesson planning, classroom management, adapting to school culture, and handling student behavior. Additionally, issues such as workload, limited support from mentors and supervisors, and difficulties in applying pedagogical theories in real classrooms are discussed. The findings highlight the need for more structured support systems, enhanced mentor-trainee collaboration, and practical exposure before practicum to better equip future educators. Addressing these challenges effectively can contribute to a more impactful teacher training program, ultimately improving the quality of education and teacher preparedness.

Keyword: teacher training, teaching practicum, pedagogical challenge, classroom and student management, emotional and social adaptation, workload and professional responsibilities, teaching mentoring and supervising.

INTRODUCTION

School-university partnerships have been actively implemented for over two decades, largely influenced by the UNESCO report of the 1980s, which highlighted inadequacies in teacher preparation due to a disconnect between theoretical knowledge and practical application in real school settings (Dwiyani Pratiwi, 2020). In response, pre-service teacher education programs began collaborating with schools to provide trainee teachers with hands-on experience. These teaching practicums aim to bridge the gap between theory and practice, equipping future educators with a deeper understanding of the teaching profession, school culture, and classroom realities.

Practicum plays a crucial role in teacher education for several reasons: (1) gaining firsthand classroom teaching experience, (2) applying theoretical knowledge in practical contexts, (3) learning from experienced teachers through observation, (4) refining lesson planning skills, (5) developing the ability to select, adapt, and create instructional materials, (6) increasing self-awareness in teaching improvement, (7) reflecting on and articulating personal teaching philosophies, and (8) fostering the ability to make informed instructional decisions based on systematic observation and analysis (Gebhard, 2009, as cited in Dwiyani Pratiwi, 2020). As a result, teacher training has become a mandatory component of education programs in higher institutions.

In Malaysia, teacher education programs are classified under the National Education Code 2020 as "Educator Training with Subject Specialization" (Code 0114). These programs focus on both pedagogical theories and subject-specific instruction, primarily for secondary and higher education levels, including Technical and Vocational Education and Training (TVET) institutions. According to the Education Programme Standards (2016) issued by the Malaysian Qualifications Agency (MQA), professional teaching practice requires 8-14 credit hours, accounting for 7-12% of the total graduation credit requirement.

The primary objective of teacher training is to provide trainee teachers with authentic exposure to school environments. During their practicum, they are assigned to teach classes within their major (and sometimes minor) subject areas under the supervision of both school mentors and university-appointed supervisors. These

mentorships ensure that trainees receive proper guidance and constructive feedback, allowing them to gain foundational teaching experience before officially entering the profession.

This paper reviews literature and prior research on teacher training, focusing on the impact of existing training programs on trainee teachers. The findings will be particularly beneficial to educational institutions offering teacher training programs, as well as to future educators. This research aims to support curriculum refinement, ensuring that teacher education prepares graduates not only pedagogically but also professionally. By strengthening experiential learning, the study seeks to bridge the gap between training and real-world classroom challenges.

Additionally, this research aligns with Sustainable Development Goal 4 (SDG 4), particularly Target 4.c, which aims to increase the supply of qualified teachers in developing countries. The United Nations (2017) emphasizes the goal of significantly expanding the number of trained educators by 2030, especially through international collaboration. The implications of this study extend beyond Malaysia, offering insights that can contribute to enhancing teacher training in developing nations. Moreover, achieving SDG 4 is interconnected with other goals, such as SDG 3 (Good Health and Well-Being) as better-prepared teachers are more equipped to handle classroom challenges, reducing stress and promoting overall well-being for both educators and students.

METHODOLOGY

This study explores the issue of teaching practicum by focusing on two key aspects: its significance and the challenges faced by teacher trainees. It is a conceptual paper rather than an empirical study; therefore, no sampling was conducted. The data were collected through a comprehensive review of research articles, theses, and other relevant literature. By synthesizing existing studies, this paper provides valuable insights into the role of teaching practicum in teacher education. It highlights the benefits of practical training in bridging the gap between theoretical knowledge and classroom application while also addressing the common difficulties trainees encounter. The study contributes to the ongoing discourse on improving teacher training programs by offering recommendations for enhancing the effectiveness of teaching practicum experiences.

LITERATURE REVIEW

Education Programs in Malaysian Higher Institutions

In Malaysia, both public and private universities offer diverse Bachelor of Education (B.Ed.) programs across multiple specializations. Among the public universities providing these programs are:

- Universiti Kebangsaan Malaysia (UKM)
- Universiti Malaya (UM)
- Universiti Sains Malaysia (USM)
- Universiti Teknologi Malaysia (UTM)
- Universiti Pendidikan Sultan Idris (UPSI)
- Universiti Teknologi MARA (UiTM)
- Universiti Malaysia Sabah (UMS)

Several private institutions, such as SEGi University and Taylor's University, also offer accredited education programs. Specializations include TESL (Teaching English as a Second Language), Special Education, Guidance and Counseling, Early Childhood Education, Physical Education, Science Education, Technical and Vocational Education, Islamic Education, Educational Management, Art and Music Education, IT Education, and Civic Education.

Institut Pendidikan Guru (IPG) – Teacher Education Institute

The Institut Pendidikan Guru (IPG) is dedicated to training primary school teachers through the Program Ijazah Sarjana Muda Perguruan (PISMP). This program offers various specializations tailored to primary education, including:

- Mathematics, Science, and Physical Education
- Teaching English as a Second Language (TESL)
- Islamic, Malay, Chinese, and Tamil Language Education
- Design and Technology, Guidance and Counseling, Music, and Visual Arts Education
- Special Education (Learning Disabilities, Preschool, and Remedial Education)

These programs are offered at IPG campuses nationwide, ensuring accessibility for aspiring teachers across Malaysia.

Wawasan Open University (WOU) provides Bachelor of Education (B.Ed.) programs through open and distance learning (ODL). This option is ideal for working professionals or individuals seeking flexible study arrangements, including those pursuing part-time education.

The Importance of Teaching Practice for Trainee Teachers

Among the various academic programs offered by higher education institutions, teacher education stands out as a discipline that mandates practical teaching experience. Teaching training serves as a crucial platform for trainee teachers to refine their instructional skills under the close supervision of mentors and academic supervisors. In today's rapidly evolving digital landscape, teachers are expected not only to deliver subject knowledge but also to instill values and positive attitudes in their students. This growing responsibility further underscores the significance of teaching practice in preparing future educators.

According to Köksal and Genç (2019), teaching practice fosters self-awareness among trainee teachers, helping them recognize their strengths and areas for improvement. It also contributes to shifts in their beliefs and attitudes about their own teaching capabilities. Additionally, the experience of teaching significantly influences instructional approaches. Atara and Denis (2003) argue that novice teachers with limited practical exposure tend to focus primarily on content delivery and technical aspects, often resulting in uninspiring classroom experiences. In contrast, those with extensive teaching practice are more adept at creating engaging and meaningful learning environments for their students.

Some teacher education institutions go beyond conventional training to provide enriched experiences. For instance, the School of Educational Studies at Universiti Sains Malaysia (USM) has taken an innovative step by sending selected trainee teachers to schools in the Maldives for international teaching practice (Muhammad Kamarul, 2013). Findings from this initiative reveal significant benefits, including enhanced self-confidence, improved communication and interpersonal skills, strengthened teaching competencies, a broader perspective on education and culture, and the ability to adapt to new professional environments.

Furthermore, Köksal and Genç (2019) highlight several key pedagogical and professional benefits of teaching practice. From a pedagogical perspective, trainee teachers develop essential skills such as:

- Providing constructive feedback
- Understanding and accommodating students' diverse learning styles
- Enhancing student motivation through positive reinforcement

- Encouraging active participation
- Effective lesson planning
- Identifying engaging topics (e.g., cultural themes)
- Recognizing areas that require further development, such as material preparation and classroom activities

Beyond pedagogy, teaching training also fosters professional identity by:

- Interacting with experienced educators
- Gaining confidence and behaving as a teacher
- Cultivating patience and tolerance toward students
- Developing a clear understanding of teachers' roles in the classroom
- Managing stress and anxiety effectively
- Confirming their passion for teaching
- Recognizing that teaching is both demanding and fulfilling

In summary, teaching practice is a fundamental component of teacher education, providing aspiring educators with essential experiences that shape their professional growth. It helps them develop self-awareness, refine their teaching strategies, strengthen communication and interpersonal skills, adapt to workplace culture, and gain a broader outlook on education. Given its profound impact on teacher preparedness, integrating high-quality teaching training into education curricula is not only necessary but also critical for ensuring the effectiveness of future educators.

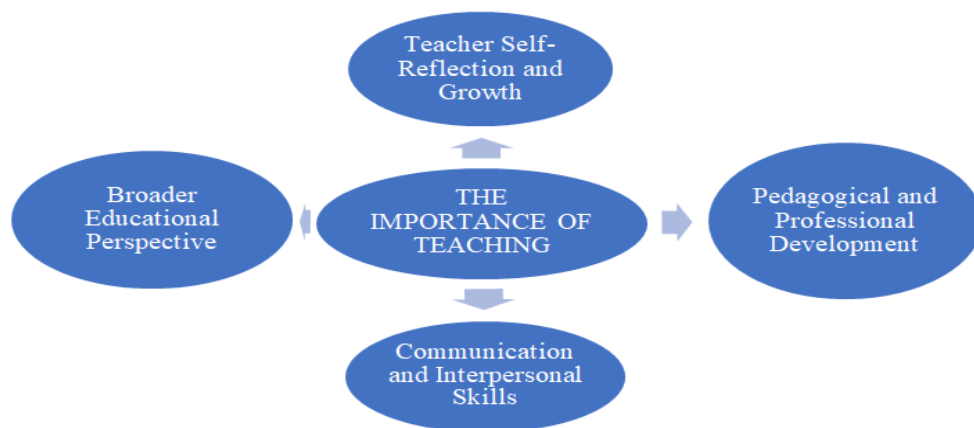


Fig. 1. Summary of the importance of teaching training for trainee teachers

Challenges Faced by Trainee Teachers During Teaching Practice

Trainee teachers enter the classroom equipped with the knowledge and skills acquired during their academic training. Therefore, it is essential for teacher education programs to provide them with comprehensive teaching and learning experiences to ensure their effectiveness during teaching practice.

Abdul Rasid, Nurul Nadiah, and Shamsudin (2015) emphasize the importance of fostering a positive perception of teaching practice among trainee teachers. A positive outlook enables them to approach challenges with resilience. To develop this perspective, exposure to diverse teaching experiences is crucial, allowing them to immerse themselves in and internalize the school environment. One effective strategy to enhance school-based

exposure is the establishment of a "teaching lab" within universities, where trainee teachers can apply theoretical knowledge and refine their instructional skills before entering real classrooms.

Despite their motivation and preparedness, trainee teachers often face several challenges. Abdul Rasid et al. (2015) identified common difficulties, including selecting appropriate teaching aids, designing suitable activities for different age groups, preparing daily lesson plans, structuring the syllabus, and making lessons engaging. These challenges are not new. Zhengdong Gan (2013) found that trainee teachers struggle to translate pedagogical concepts and methodologies into practice due to the rigid, textbook-driven, and exam-focused culture in many schools. Similarly, Rohaza (2010) reported that teacher trainees at Universiti Teknologi Malaysia (UTM) faced difficulties in understanding the syllabus, explaining lessons effectively, selecting appropriate teaching strategies, choosing relevant classroom activities, and adapting to school culture, including interactions with students, teachers, and parents. Furthermore, Peter Mtika (2011) highlighted the lack of adequate teaching aids and learning resources in some schools, further complicating the teaching process. These challenges have persisted for decades, as noted by Kamaruddin (1986), Abu Zahari (1988), and Kamarudin Hj Kachar (1989).

Trainee teachers often bear a heavier workload than their mentors. Aziz Nordin and Sharmizal Suhaidal (unpublished) observed that, unlike experienced teachers who may conduct minimal lesson planning, trainee teachers are required to prepare detailed lesson plans and teaching materials. Additionally, Peter Mtika (2011) found that professional ambiguity limits trainee teachers' learning opportunities, as they are frequently overburdened with administrative tasks, leaving little time for meaningful learning. Some trainee teachers are also required to teach subjects outside their primary specialization, which can be a source of stress. Time management is another significant challenge, as many trainees struggle to complete numerous tasks within tight schedules. For those less familiar with technology, operating smart boards and digital teaching tools can add to their difficulties.

Beyond instructional challenges, Abdul Rasid et al. (2015) noted additional difficulties that trainee teachers encounter, such as:

- Workplace anxiety
- Managing conflicts with students
- Engaging with parent-teacher associations
- Organizing and participating in co-curricular activities
- Addressing students' personal issues
- Navigating conflicts between school and university supervisors
- Understanding students' backgrounds
- Seeking guidance from fellow teachers
- Communicating effectively with the school principal
- Receiving and handling criticism from colleagues

Classroom management poses another significant hurdle. Köksal and Genç (2019) reported that trainee teachers struggle to maintain discipline, keep students engaged, manage reluctant learners, and address disruptive behaviors, such as excessive talking or inattentiveness. Zhengdong Gan (2013) similarly found that low student motivation, classroom distractions, and discipline issues force trainee teachers to focus more on controlling the classroom than on delivering effective lessons. Those teaching mixed-ability classes face additional challenges in catering to both high-achieving and struggling students simultaneously.

Language proficiency is yet another common barrier. Limited English language skills—including difficulties with spontaneous speaking, grammar, and vocabulary—impact not only lesson delivery but also classroom communication and relationship-building with students. To address this, language courses should emphasize both theoretical linguistic competence and practical communication skills.

While relationships between trainee teachers and their mentors, supervisors, school principals, and students are generally positive, time constraints often limit the effectiveness of mentorship. Nor Asimah (2010) highlights the critical role of school mentors in developing trainee teachers' professionalism, guiding them not just in teaching but also in understanding school policies, administration, and culture. However, Vo Thi Kim Anh, Vincent Oang, and Lee Kean Wah (2018) found that many trainee teachers report insufficient support due to limited interaction with mentors and supervisors. In some cases, university programs in countries like Vietnam have minimal influence over how trainee teachers are guided at schools, leading them to adopt traditional teaching methods rather than implementing innovative strategies learned during training. Peter Mtika (2011) observed a similar trend, where trainees model their teaching styles after their mentors instead of applying modern pedagogical approaches.

In summary, the challenges faced by trainee teachers during teaching practice are substantial and multifaceted. However, overcoming these obstacles plays a crucial role in shaping their perception of and preparedness for the teaching profession. The effectiveness of teacher training programs in addressing these issues is vital to ensuring that trainee teachers transition smoothly into their future careers. Strengthening the quality of teaching practice through enhanced mentorship, resource allocation, and school-based learning opportunities will significantly impact their confidence and competence as educators.

1. Lesson Planning and Instructional Challenges

- Difficulty selecting relevant teaching aids
- Struggles with planning age-appropriate activities
- Challenges in preparing lesson plans and arranging the syllabus
- Difficulty making lessons engaging

2. Theory-Practice Gap

- Struggles in applying pedagogical principles to real classrooms
- Mismatch between university training and traditional school culture
- Heavy emphasis on textbooks and exams limiting innovative teaching

3. Workload and Time Management

- High workload compared to experienced teachers
- Limited time for lesson preparation and self-learning
- Struggles with balancing teaching, co-curricular activities, and administrative tasks

4. Classroom Management Difficulties

- Managing student behavior and discipline
- Engaging reluctant and mixed-ability learners
- Handling large and disruptive classrooms

5. Technology and Resource Limitations

- Lack of access to proper teaching aids and resources
- Difficulty using technology such as smart boards

6. Emotional and Social Challenges

- Anxiety and stress in the teaching environment
- Difficulties handling conflicts with students, parents, and school staff
- Struggles with receiving and adapting to feedback

7. Language Barriers

- Limited linguistic proficiency affecting communication and teaching
- Struggles with spontaneous speaking and classroom interaction

8. Support and Mentorship Issues

- Insufficient guidance from mentors and supervisors
- Limited meeting time for feedback and moral support
- Tendency to imitate traditional teaching methods due to lack of mentoring

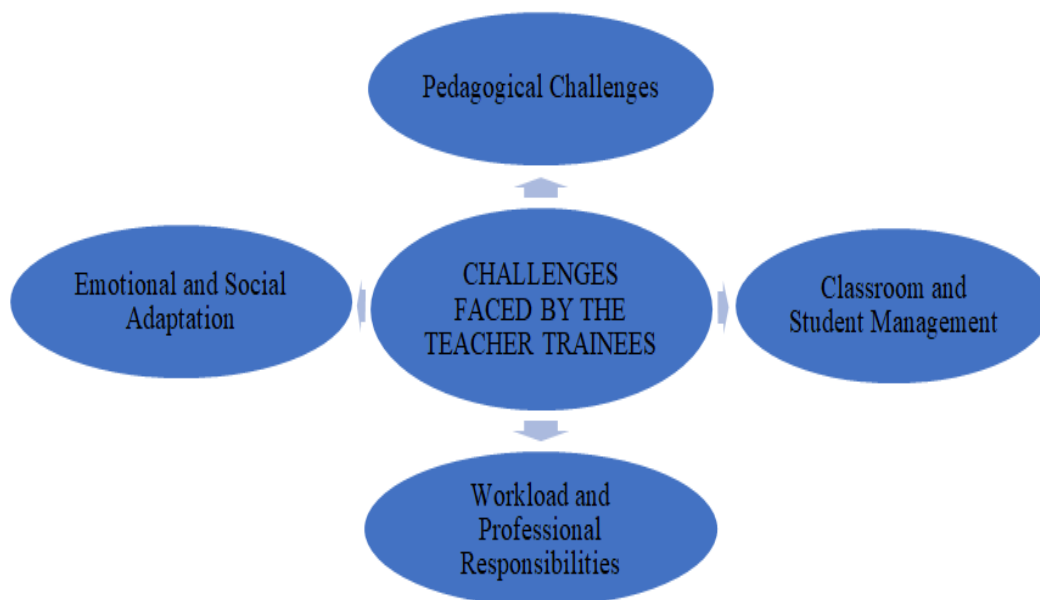


Fig. 2. Summary of the challenges faced by the teacher trainees

Suggestions for Improvement

Given the significance of teaching practice and the challenges faced by trainee teachers, this paper proposes several improvements to enhance their experience. By addressing these challenges, educational institutions can create a more effective and supportive environment that fosters professional growth, boosts confidence, and ensures trainee teachers are well-prepared for their future careers. The following suggestions focus on key areas such as mentorship, classroom management, resource availability, and curriculum enhancements.

Enhancing teacher training through curriculum

Enhancing the Integration of Theory and Practice in Teacher Education

A well-rounded teacher education program must strike a balance between theoretical knowledge and practical experience to prepare future educators effectively. In Malaysia, the current curriculum allocates 8 to 14 credit hours for teaching practicum, with trainee teachers typically engaging in two phases of school-based experience. In their third year, they spend approximately one month observing teaching and learning activities, while in their fourth year, they undertake a more extensive four-month practicum, equivalent to a full semester, where they gain hands-on teaching experience.

To strengthen this theory-to-practice integration, the curriculum could incorporate additional experiential learning opportunities that allow trainees to apply pedagogical theories in real classroom settings. Rather than limiting practical exposure to designated practicum periods, hands-on training can be embedded throughout the program. For instance, course assessments could require students to design and implement classroom projects in schools, giving them direct experience in lesson planning, classroom management, and student engagement.

Furthermore, class presentations could be restructured to include authentic teaching components. Instead of traditional academic presentations, students could be assessed on their ability to develop and deliver lesson plans, design effective classroom activities, and create meaningful student assessments. This approach would not only reinforce theoretical concepts but also build confidence and competence in teaching practices.

By expanding practical training opportunities, teacher education programs can better equip future educators with the skills, adaptability, and confidence needed to navigate real classroom challenges. Strengthening the connection between theory and practice ensures that trainee teachers graduate with both a strong academic foundation and the practical expertise required for effective teaching.

Enhanced Classroom Management Training: Provide intensive modules on handling disruptive behaviors, managing mixed-ability learners, and engaging students.

Effective classroom management is a fundamental skill that all teachers must develop to create a structured, engaging, and conducive learning environment. Providing trainee teachers with intensive training in managing disruptive behaviors, addressing diverse learning needs, and fostering student engagement is essential to their professional growth and classroom success.

Research by Bektiningsih et al. (2023) highlights the significant role of classroom management in mitigating disruptive behaviors and optimizing learning outcomes. A well-managed classroom enables teachers to implement dynamic teaching methods such as innovative learning strategies, group work, and game-based activities, all of which enhance student participation and minimize disruptions. Innovative learning, for example, keeps students actively engaged by reducing monotony, making lessons more interactive and meaningful. Similarly, structured group learning fosters collaboration, peer support, and shared responsibility, creating a positive classroom atmosphere. Game-based learning further reinforces student motivation and participation by making lessons more enjoyable and fostering a constructive learning environment.

Beyond behavior management, equipping trainee teachers with strategies for handling mixed-ability classrooms is equally critical. Research by D'souza (2017) underscores the benefits of mixed-ability grouping, where students with lower academic abilities improve through exposure to higher-achieving peers, while high-achieving students reinforce their learning by assisting others (Saleh & De Jong, 2005, as cited in D'souza, 2017; Obaya, 1999, as cited in D'souza, 2017). This approach not only supports academic growth but also nurtures a culture of cooperation and mentorship within the classroom.

Comprehensive classroom management training should also empower trainee teachers with interactive, student-centered instructional techniques. According to Cambay & Paglinawan (2024), fostering positive peer interactions through mentoring and collaborative learning not only engages students but also enhances teachers' confidence in managing diverse classroom dynamics. Additionally, effective communication strategies help

trainee teachers understand and respond to student concerns, enabling them to refine their teaching approaches based on real-time feedback.

By prioritizing robust classroom management training, teacher education programs can better prepare future educators to navigate the complexities of modern classrooms, ultimately leading to improved student outcomes and a more supportive learning environment.

Technology Integration: Ensure teacher trainees receive training in using smart boards, digital tools, and online teaching platforms.

Technology has transformed the way we teach and learn, making lessons more engaging, efficient, and accessible. With the rise of smart boards, digital tools, and online teaching platforms, modern classrooms are no longer confined to traditional chalk-and-talk methods. Instead, they offer interactive learning experiences that incorporate visuals, audio, videos, and real-time collaboration. However, the effectiveness of these tools depends on how well teachers are trained to use them.

Many schools are now equipped with advanced educational technology, including interactive whiteboards, learning management systems, and student response apps. While these resources have the potential to enhance learning, they can only be fully utilized if teachers receive proper training. Without the necessary skills, even the most sophisticated technology remains underused or, worse, becomes a distraction rather than a tool for learning.

Teacher trainees must be equipped with the knowledge and confidence to integrate technology seamlessly into their lessons. This includes learning how to operate digital tools, design engaging multimedia lessons, and manage online classrooms effectively. For example, smart boards can be used for interactive problem-solving activities, while online platforms allow teachers to personalize learning by providing resources tailored to individual student needs.

Beyond just technical skills, training should also focus on how to use technology to foster collaboration, critical thinking, and creativity in the classroom. For instance, digital storytelling apps can help students express their ideas visually, while real-time quizzes and polls can encourage participation and provide instant feedback.

Ultimately, investing in technology training for future educators ensures that they are prepared to create dynamic and inclusive learning environments. By embracing digital tools, teachers can enhance student engagement, streamline lesson delivery, and make education more interactive and effective for the next generation of learners.

Developing Linguistic and Communication Skills in Teacher Training

Effective teaching relies not only on subject knowledge but also on strong linguistic and communication skills. Teachers, especially language educators, must be proficient and fluent in the language of instruction to ensure clarity, engagement, and effective knowledge transfer. Without strong communication skills, even the most well-planned lessons may fail to engage students or convey concepts effectively.

To address this, teacher training programs should incorporate language proficiency courses that focus on practical communication skills for the classroom. Beyond grammar and vocabulary, these courses should emphasize techniques such as rephrasing complex ideas in simpler terms, using body language to reinforce explanations, and adapting speech to suit different learning levels.

Additionally, interactive training methods such as role-playing, peer teaching, and real classroom simulations can help trainee teachers develop confidence in their verbal and non-verbal communication. Encouraging active listening, clear articulation, and effective questioning techniques will further enhance their ability to engage students and foster meaningful classroom interactions.

By strengthening linguistic and communication skills, teacher education programs can ensure that future educators are not only knowledgeable but also effective communicators who can create an engaging and inclusive learning environment for all students.

Adaptive Teaching Strategies: Design coursework that emphasizes flexibility in lesson planning, allowing trainees to tailor their approaches to diverse learners.

In a real classroom setting, students come from diverse backgrounds, each with unique learning needs, abilities, and experiences. Factors such as family environment, socioeconomic status, and individual learning styles shape how students engage with lessons. As a result, teachers must be flexible and adaptive in their approach, rather than assuming that all students will respond uniformly to instruction. A rigid, one-size-fits-all teaching method may not only fail to meet students' needs but could also challenge a teacher's ability to maintain engagement and classroom effectiveness.

To equip future educators with the skills to navigate these complexities, teacher training programs should incorporate coursework that emphasizes adaptive teaching strategies. This includes training in differentiated instruction, where teachers learn to modify lesson plans, activities, and assessments to accommodate diverse learners. For example, some students may benefit from visual aids, while others may respond better to hands-on activities or discussion-based learning.

Additionally, trainee teachers should be encouraged to develop critical thinking and problem-solving skills that enable them to adjust their teaching methods in response to real-time classroom dynamics. Incorporating case studies, classroom simulations, and reflective teaching practices into coursework can help trainees build the confidence to tailor their lessons effectively.

By fostering adaptability in lesson planning and instructional delivery, teacher education programs can better prepare educators to create inclusive, student-centered learning environments that accommodate the diverse needs of all learners.

Enhancing Teacher Training in Higher Institutions

Improved Mentorship and Supervision

Effective mentorship and supervision play a crucial role in shaping competent and confident future educators. While mentorship programs are already in place, their impact can be significantly improved by increasing both the frequency and depth of interactions between trainees and their supervisors or mentors. Rather than limiting mentorship to periodic grading and evaluations, universities should facilitate more regular consultation sessions, allowing trainees to seek guidance, reflect on their teaching experiences, and receive constructive feedback.

One way to achieve this is by incorporating flexible, accessible mentorship opportunities, such as online consultations, discussion forums, and peer feedback sessions. These platforms can create continuous engagement, enabling trainee teachers to address challenges as they arise. Allocating more time for consultations and ensuring that mentorship goes beyond assessment will help trainees develop stronger teaching competencies and classroom management skills.

Bridging the University-School Gap

A strong collaboration between universities and schools is essential to ensuring that teacher training aligns with the realities of modern classrooms. Since teachers and school administrators are the ones directly implementing educational policies, they should play a more active role in shaping teacher education programs. Regular consultations between universities, schools, and policymakers can help bridge the gap between theoretical training and real-world classroom demands.

To enhance this collaboration, schools should be actively involved in curriculum discussions, providing universities with firsthand insights into classroom challenges, curriculum changes, and student needs.

Additionally, experienced teachers and school leaders should be invited to share their expertise with education students through workshops, guest lectures, and panel discussions. This exposure will better prepare trainee teachers by giving them a clearer understanding of expectations, current teaching practices, and the evolving demands of the education system.

Workload Management Strategies

Teaching extends far beyond lesson delivery it requires effective time management, stress management, and organizational skills. To ensure that future educators can handle the demands of a school environment, universities should integrate workload management strategies into teacher training programs.

Courses or workshops on efficient lesson planning, prioritization techniques, and stress reduction strategies can equip trainees with the skills needed to maintain productivity while preventing burnout. Practical training in these areas such as time-blocking exercises, workload distribution strategies, and self-care techniques can help future teachers balance their responsibilities effectively.

By incorporating structured mentorship, stronger university-school collaboration, and essential workload management training, higher institutions can better prepare future educators for the complexities of teaching, ensuring they enter the profession with confidence and resilience.

Enhancing Teacher Training Through Ministry Support

Better Resource Allocation

Ensuring that schools are well-equipped with teaching aids, digital tools, and essential resources is crucial for an effective and engaging learning environment. Teachers rely on a variety of instructional materials to make lessons interactive, accessible, and enjoyable for students. Without sufficient resources, educators may struggle to deliver high-quality lessons, often resorting to outdated methods or waiting in long queues to access shared equipment.

To address this, the Ministry of Education should prioritize equitable resource distribution, ensuring that all schools regardless of location or funding status are adequately supplied with modern teaching tools. This includes not only textbooks and printed materials but also digital learning resources, laboratory equipment, and multimedia tools that enhance classroom engagement. Additionally, providing schools with well-maintained facilities and dedicated spaces for trainee teachers will support their professional growth and allow them to implement innovative teaching strategies effectively.

Investing in better resource allocation will not only enhance the learning experience for students but also empower both trainee and experienced teachers to deliver more impactful lessons without unnecessary limitations.

Policy Reforms on Teaching Practice

Teacher trainees play a vital role in the education system, but their learning experience should not come at the cost of excessive workloads that hinder their professional development. While practical experience is essential, it is equally important to ensure that trainee teachers are not unfairly burdened with responsibilities beyond their scope of training, such as frequently covering for absent teachers or managing excessive administrative tasks.

To prevent this, the Ministry of Education should implement standardized policies that clearly define the workload expectations for trainees. These policies should ensure that teaching practicums provide meaningful, structured experiences that focus on skill development rather than serving as a substitute workforce. Schools should be guided to offer balanced teaching responsibilities, allowing trainees to gain hands-on experience while still having time for mentorship, lesson planning, and professional reflection.

Additionally, regular monitoring and feedback mechanisms should be established to ensure that trainee teachers receive the necessary support during their practicum. Collaboration between universities and schools can help

create a more structured approach to workload distribution, ensuring that trainees are exposed to valuable teaching experiences without being overwhelmed.

By implementing thoughtful policy reforms, the Ministry of Education can foster a more supportive and effective teacher training environment, ultimately leading to better-prepared educators who are confident and capable in their profession.

Empowering Teacher Trainees for Continuous Growth

For teacher trainees, professional growth is a continuous journey that requires dedication, adaptability, and a proactive approach to learning. To develop into effective educators, trainees must consistently refine their lesson planning techniques, classroom management strategies, and technological skills. Mastering these essential aspects of teaching not only enhances lesson delivery but also contributes to a more engaging and structured learning environment for students.

In addition to honing instructional skills, trainees must learn to balance multiple responsibilities, including lesson preparation, teaching, and ongoing professional development. Effective time management and prioritization strategies can help them navigate the demands of the teaching profession without feeling overwhelmed. Engaging in reflective practice such as evaluating lesson effectiveness and identifying areas for improvement can further enhance their teaching approach.

Furthermore, seeking support and constructive feedback is crucial for professional and personal development. Trainees should actively communicate with mentors, supervisors, and peers to gain insights, share experiences, and address challenges such as classroom anxiety, student behavior management, and workload pressure. Building a strong support network allows trainees to develop resilience, confidence, and the ability to adapt to real-world teaching scenarios.

By embracing a mindset of continuous learning, teacher trainees can cultivate the skills, knowledge, and confidence needed to thrive in the classroom and make a lasting impact on their students' education.

Enhancing School Support for Teacher Trainees

Resource Accessibility

Schools play a crucial role in shaping the teaching experience of trainees, and ensuring equal access to teaching aids, technology, and lesson materials is essential. Teacher trainees should be given the same opportunities as permanent staff to utilize available resources, including multimedia tools, classroom materials, and digital platforms. This inclusivity not only fosters a sense of belonging but also motivates trainees to contribute their best efforts to the school.

Providing access to diverse teaching resources allows trainees to experiment with different instructional strategies, develop creativity in lesson delivery, and gain hands-on experience with modern teaching tools. When schools support trainees in this way, they help build confident and well-prepared educators who are better equipped to engage students effectively.

Positive School Culture

Creating a welcoming and supportive school culture is equally important in ensuring a meaningful learning experience for teacher trainees. Schools should foster an environment where trainees feel valued, encouraged, and comfortable seeking guidance from experienced teachers and administrators. Collaboration and mentorship should be prioritized, with senior teachers actively guiding and advising trainees rather than fostering a culture of competition or exclusion.

Mutual respect and professional camaraderie should define interactions between trainees and staff. Schools can facilitate this by promoting open communication, assigning dedicated mentors, and encouraging teamwork. When trainees feel included and supported, they are more likely to develop confidence, refine their teaching skills, and contribute positively to the school community.

By ensuring resource accessibility and fostering a positive school culture, schools can create an enriching and supportive environment where teacher trainees can thrive, learn, and grow into capable educators.

CONCLUSION

The teaching practicum is essential in equipping trainee teachers with the practical skills needed to navigate the realities of schools and classrooms. While it offers valuable hands-on experience, it also presents several challenges, which can be categorized into four key areas: pedagogical difficulties, classroom and student management, workload and professional responsibilities, and emotional and social adaptation. Effectively addressing these challenges requires collaboration between the ministry, universities, and schools to create a more structured and supportive training environment. By enhancing teacher training programs and ensuring trainee teachers receive sufficient guidance and resources, institutions can better prepare future educators for the complexities of the teaching profession. Ultimately, strengthening the teaching practicum experience will not only support trainee teachers but also contribute to improving overall educational quality.

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