

Teaching Challenges and Readiness among Arabic Language Teachers: Merging Practicum Insights with Real-World Teaching Demands

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ABSTRACT

This study investigates the alignment among university training, practicum experiences and the real-world challenges faced by Arabic language teachers, with a particular focus on professional readiness and instructional demands. Drawing on qualitative data from interviews with in-service Arabic language teachers, the findings reveal that the realities encountered during practicum closely mirror those in the teaching profession. However, there is a noticeable disconnect between university-based training and school-based realities. Teachers are expected to demonstrate versatility by assuming multiple roles beyond classroom instruction, including administrative, disciplinary, and community engagement duties. Persistent challenges such as classroom management, mixed-ability teaching, limited teaching resources, and uneven access to digital tools continue to affect both novice and experienced teachers. Furthermore, the study highlights institutional barriers, including school politics and a lack of emotional support structures, which often go unaddressed in teacher training programs. The findings underscore the need for teacher education programs to adopt a holistic and realistic approach; one that prepares future Arabic language teachers not only in pedagogy and content, but also in emotional resilience, digital literacy, and institutional navigation. This paper concludes with recommendations for enhancing teacher preparation programs to better support professional integration and long-term teacher effectiveness.

Keyword: Arabic Language Teacher, Professional Readiness, Arabic Language Education, Pedagogical Challenges, Teacher Professional Development

INTRODUCTION

Teacher education remains a cornerstone of higher education programs, with practicum experiences forming a critical bridge between theory and real-world teaching. These practicum sessions are not merely academic exercises; they serve as essential developmental platforms where pre-service teachers apply pedagogical knowledge, develop instructional strategies, and refine their classroom management skills under the guidance of mentors and supervisors (Köksal & Genç, 2019). In an era of dynamic educational demands, particularly in multilingual and multicultural settings, teacher readiness must now encompass not just subject mastery but also adaptability, emotional intelligence, and technological fluency (Abdul Rasid, Nurul Nadiah, & Shamsudin, 2015).

Teaching Arabic in contemporary Malaysian classrooms exemplifies this complexity. Arabic language teachers must not only teach grammar and vocabulary but also instill cultural values, navigate syllabus constraints, and engage learners from diverse academic and linguistic backgrounds. The challenge is compounded by institutional expectations, evolving student needs, and increasingly digital teaching environments. These realities place significant pressure on pre-service teachers, who often experience a stark contrast between university-based training and school-based realities during their practicum (Zhengdong Gan, 2013).

Research indicates that while practicum offers invaluable exposure, it also presents trainee teachers with multidimensional challenges; from lesson planning and classroom management to linguistic proficiency and mentorship issues (Peter Mtika, 2011; Vo Thi Kim Anh, Osang, & Lee, 2018). This is particularly relevant for Arabic language teachers, whose teaching is often shaped by textbook-driven approaches, time constraints, and the need to balance religious and linguistic objectives in instruction.

This paper investigates the challenges encountered by Arabic language teachers during their practicum and evaluates the extent to which university-based training and practicum experiences equip them to meet the realities of classroom teaching. By synthesizing qualitative data from interviews with Arabic language teachers and a comprehensive review of teaching practicum literature, the study seeks to bridge the gap between practicum training and actual teaching readiness. In doing so, it aims to inform improvements in teacher education curriculum and support mechanisms to better prepare future Arabic language educators.

LITERATURE REVIEW

Readiness Gap between University Preparation, Practicum Experience, and Real-World Teaching in Arabic Language Education.

One significant issue faced by Arabic language teachers in Malaysia is the disconnect between the experiences gained during university training and the actual expectations and demands of teaching practicum and real-world school environments. While teacher education programs aim to equip future Arabic language teachers with pedagogical knowledge, language proficiency, and classroom management strategies, many trainee teachers report feeling underprepared when transitioning into full-time teaching roles (Abdul Rasid et al., 2015).

A core factor contributing to this readiness gap is the limited exposure of trainee teachers to diverse and challenging teaching contexts during their university training. Most teaching practices occur in controlled or ideal school settings where trainee teachers receive high levels of support. However, upon entering the workforce, they encounter heterogeneous classrooms, students with varying levels of language proficiency, and complex school bureaucracies that they may not have been adequately trained to handle (Nor Asimah, 2010; Ibrahim & Jumaat, 2021).

Moreover, trainee Arabic language teachers often express anxiety over their ability to teach effectively in schools with limited resources, rigid schedules, and high expectations for student academic performance in Arabic, especially in national religious secondary schools (SMKA) and tahfiz institutions where Arabic carries both academic and religious weight (Zakaria, M. H., Yahaya, N., & Nor, N. F. M., 2019). These pressures are compounded when teachers are expected to manage co-curricular responsibilities, parental expectations, and disciplinary issues alongside their teaching duties.

The mismatch between university based training and real-world realities leads to challenges in lesson planning, classroom control, student engagement, and maintaining motivation as a new teacher. This, in turn, affects not only teaching quality but also teacher retention. As such, there is a growing need to restructure education programs to better reflect actual school environments, strengthen school-university partnerships, and provide extended mentorship for Arabic language teachers during their early career years (Vo Thi Kim Anh et al., 2018).

Challenges Faced by Trainee Teachers During Teaching Practice

Trainee teachers step into the classroom equipped with theoretical knowledge and pedagogical skills gained through their university training. Therefore, it is essential that teacher education programs provide comprehensive and authentic teaching and learning experiences to enhance their effectiveness during practicum placements.

According to Abdul Rasid, Nurul Nadiah, and Shamsudin (2015), fostering a positive perception of teaching practice among trainee teachers is crucial. When trainees approach the experience with a constructive mindset,

they are more resilient in the face of challenges. To cultivate such a mindset, exposure to diverse teaching environments is necessary, enabling trainees to internalize and adapt to the realities of school culture. One recommended strategy is the establishment of “teaching labs” within universities, where trainee teachers can bridge theory and practice by developing and refining their instructional skills in a controlled environment before transitioning into actual classrooms.

Despite their motivation and preparation, trainee teachers frequently encounter a variety of challenges. Abdul Rasid et al. (2015) identified common difficulties such as selecting appropriate teaching materials, designing age-appropriate learning activities, developing daily lesson plans, organizing the syllabus, and making lessons engaging. These challenges are longstanding. For instance, Zhengdong Gan (2013) noted that many trainee teachers struggle to apply pedagogical theories in real classrooms due to the rigid, exam-oriented, and textbook-centered culture prevalent in schools. Similarly, Rohaza (2010) reported that teacher trainees at Universiti Teknologi Malaysia (UTM) encountered difficulties in interpreting the syllabus, delivering clear lessons, selecting effective teaching strategies, designing meaningful classroom activities, and navigating school culture including interactions with students, teachers, and parents. Mtika (2011) added that a lack of adequate teaching aids and learning resources in some schools further exacerbates these challenges. These issues are not new, as similar concerns were highlighted decades ago by Kamaruddin (1986), Abu Zahari (1988), and Kamarudin Hj Kachar (1989).

Another major concern is the disproportionate workload placed on trainee teachers compared to their mentors. According to Aziz Nordin and Sharmizal Suhaidal (unpublished), while experienced teachers often complete minimal lesson planning, trainee teachers are required to prepare detailed plans and materials for each lesson. Mtika (2011) further observed that professional role ambiguity can limit learning opportunities, as administrative tasks often dominate trainees’ time. Additionally, some trainees are assigned to teach outside their areas of specialization, contributing to stress and reducing their effectiveness. Managing time effectively is also a major challenge, especially for those unfamiliar with digital teaching tools such as smart boards and educational software.

Beyond instructional concerns, Abdul Rasid et al. (2015) identified various other difficulties faced by trainee teachers, including anxiety in the workplace, conflict management with students, involvement in parent-teacher associations, participation in co-curricular activities, handling students’ personal issues, tension between school and university supervisors, understanding student backgrounds, seeking guidance from colleagues, communicating with school administrators, receiving and responding to criticism.

Classroom management remains a persistent challenge. Köksal and Genç (2019) reported that many trainees struggle to maintain classroom discipline, keep students engaged, address reluctant learners, and deal with disruptive Behaviour such as inattentiveness and excessive talking. Gan (2013) similarly highlighted that low student motivation and various classroom distractions often force trainee teachers to focus on behaviour management rather than instructional delivery. Teaching mixed-ability classes also presents unique challenges, as trainees must cater to both advanced and struggling learners simultaneously.

In conclusion, trainee teachers face a wide array of challenges during teaching practice, ranging from instructional design and classroom management to mentorship and school integration. However, navigating these difficulties is crucial for shaping their professional identity and readiness for full-time teaching. The ability of teacher education programs to effectively address and mitigate these challenges through stronger mentorship, better resource allocation, and improved school-based learning opportunities is vital in ensuring a smoother transition into the teaching profession.

METHODOLOGY

This study employed a qualitative research design to explore the alignment between university-based training, teaching practicum experiences, and the real-world challenges faced by Arabic language teachers. Data were collected through semi-structured interviews with two in-service Arabic language teachers. These participants were randomly selected to ensure diversity of perspective and to allow for rich, authentic insights based on their professional experiences.

The interviews were conducted in a flexible, conversational format, allowing participants to elaborate on their views while ensuring that key topics related to the research objectives were addressed. Each interview was audio-recorded with consent and subsequently transcribed verbatim to preserve the accuracy and integrity of the responses.

Following transcription, the data were subjected to thematic analysis. This involved reading and re-reading the transcripts to identify recurring patterns, concepts, and categories relevant to the research questions. Emerging themes were then coded and organized to form a coherent narrative, supported by direct quotations and elaborations from the participants.

To enhance the credibility and trustworthiness of the findings, the identified themes and interpretations were shared with the participants for member checking. This process allowed the teachers to confirm the accuracy of the representations and provide clarifications or additional input if necessary. Once the data had been verified by the participants, it was compiled and refined into a comprehensive narrative format, forming the basis for the analysis and discussion sections of this study

FINDINGS AND DISCUSSIONS

Professional Versatility and Role Expansion

In contemporary educational settings, Arabic language teachers are increasingly expected to fulfil roles that extend far beyond the classroom. These roles may include serving as event emcees, administrative coordinators, project secretaries, and liaisons for external stakeholders such as sponsors. Such expectations underscore the reality that teaching is no longer confined to instructional duties alone. Teacher A shared an illustrative example from her professional experience, describing how she was entrusted with the responsibility of securing financial sponsorship for the school's *surau* (prayer facility). She approached the task with a positive attitude and committed herself to raising the necessary funds within the allotted timeframe, demonstrating initiative, resourcefulness, and time management skills.

“I was given the responsibility of seeking sponsorship for the school *surau*, so I needed to ensure the required funds were gathered within the given timeframe.”

Insights from interviews with in-service teachers reveal that these diverse responsibilities require substantial physical, mental, and emotional resilience. This aligns with what teacher trainees often encounter during practicum placements. For instance, Mtika (2011) and Aziz and Suhaidal (n.d.) reported that many pre-service teachers feel overwhelmed by the volume of administrative and extracurricular duties assigned to them during practicum. Mtika (2011) particularly noted that the lack of clearly defined roles and the burden of non-teaching tasks can lead to professional ambiguity and stress among trainees. Furthermore, some are even asked to teach outside their area of expertise, compounding the challenge and adding to their cognitive load.

This parallel between practicum demands and real teaching expectations indicates a need for teacher education programs to adopt a more holistic approach; one that prepares future teachers not only for teaching but also for the broad range of auxiliary responsibilities they will inevitably assume. By equipping teacher trainees with the tools and resilience needed to manage these multiple roles, teacher education programs can foster greater professional readiness and reduce the shock often experienced during the transition from training to full-time teaching.

Classroom management remains a persistent and multifaceted challenge for trainee teachers, both during practicum and in their professional careers. Köksal and Genç (2019) highlighted that many pre-service teachers encounter difficulties in maintaining classroom discipline, sustaining student engagement, managing unmotivated learners, and addressing disruptive behaviours such as excessive talking or inattentiveness. Similarly, Gan (2013) found that discipline-related challenges, combined with low student motivation and frequent distractions, compel trainee teachers to prioritize behavioural control over pedagogical goals. These findings emphasize that practicum experiences closely resemble the realities of actual classroom teaching,

particularly in schools with diverse student populations. Managing mixed-ability classrooms further compounds the challenge, as teachers must simultaneously address the needs of both high-performing and struggling students.

This alignment between practicum and professional teaching experiences is further illustrated by Teacher A's reflection during an interview. She recounted an incident in which she was assigned the additional responsibility of being a discipline teacher. This role required her to handle unexpected behavioural issues that extended beyond academic concerns. For instance, she was involved in addressing a sensitive disciplinary case. Rather than reacting with immediate judgment, as was the inclination of some colleagues, she chose a more empathetic approach; initiating a calm and respectful dialogue with the student to understand the situation more fully. She emphasized the importance of listening to students and allowing them the opportunity to explain their actions, underscoring that discipline should be administered with wisdom, fairness, and emotional intelligence.

This real-world scenario reflects the complex and human-centered nature of classroom management that teachers must navigate; an aspect that is often only briefly touched upon during training but becomes central in actual teaching practice

Pedagogical Core: Lesson Planning and Differentiated Instruction

Lesson planning remains a central element of effective teaching practice and professional accountability in Malaysian schools, where it is often closely monitored by school administrators (Caroline & Said, 2014). Teacher A reinforced this notion during her interview, stating:

“As a new teacher, the first thing you must master is writing a proper lesson plan, because the principal will be checking it.”

Arabic language teachers interviewed in this study emphasized the necessity of creating adaptable and inclusive lesson plans that cater to both high-achieving and low-performing students. These plans are expected to integrate components of Higher Order Thinking Skills (Kemahiran Berfikir Aras Tinggi, or KBAT), reflecting current educational priorities. This finding supports Köksal and Genç (2019), who underscored the role of structured lesson planning in enhancing teaching self-efficacy and maintaining student engagement.

While lesson planning is a standard expectation for all rs, it takes on heightened importance during the practicum period. Trainee teachers are often required to submit detailed and comprehensive lesson plans, frequently more elaborate than those prepared by experienced teachers. According to Aziz Nordin and Sharmizal Suhaidal (unpublished), this discrepancy in planning requirements reflects a form of professional gatekeeping, where novices are held to more rigorous standards as part of their induction into the teaching profession. This statement highlights how lesson planning functions as both a pedagogical tool and a form of performance assessment, especially for novice teachers who are under constant evaluation.

Furthermore, the transition from theory to practice often presents significant difficulties for pre-service teachers. Gan (2013) found that many trainee teachers struggle to implement theoretical pedagogical frameworks in actual classrooms due to the rigid, exam-focused, and textbook-driven nature of many school environments. Similarly, Rohaza (2010) reported that teacher trainees from Universiti Teknologi Malaysia (UTM) frequently encountered challenges related to interpreting the curriculum, selecting appropriate teaching strategies, designing effective classroom activities, and adapting to the multifaceted school ecosystem, which includes engaging with students, colleagues, and parents.

Teacher A's experiences resonate with these challenges. She noted that junior or new teachers are often assigned to teach low-performing students; learners who not only require additional academic support but may also lack intrinsic motivation, particularly in subjects like Arabic that are sometimes selected by default rather than interest. In these situations, teachers must develop creative and student-centered strategies to make the subject more engaging and accessible. She shared an example of how she ensured comprehension at the end of

each lesson by assigning group tasks that required students to collaborate and present their work before the class concluded. This approach encouraged active participation and reinforced learning outcomes.

Moreover, Arabic language teachers are expected to be proficient in teaching all four core language skills; listening, speaking, reading, and writing. This multifaceted expectation can be overwhelming, especially for early-career teachers. However, Teacher A offered a pragmatic perspective, rather than being daunted by the ideal of complete mastery, teachers should prioritize deep understanding and meaningful learning over mere syllabus completion. She emphasized that teaching should be guided by the belief in the value of knowledge itself, rather than a rigid adherence to curriculum checklists.

Technology Integration: Progress and Limitations

The incorporation of teaching aids remains a critical component of effective pedagogy. When used with clear instructional objectives, audiovisual media and digital tools enhance lesson clarity, promote student engagement, and improve the overall coherence of teaching. Technologies such as computers, projectors, and educational software can address various pedagogical challenges when purposefully embedded into teaching strategies. This supports the argument that well-integrated technology diversifies instructional practices and optimizes learning experiences (Zaini et al., 2019).

However, despite their pedagogical value, the integration of digital tools in Arabic language education remains suboptimal. Research indicates that only around 35% of Arabic language instruction leverages digital technology, highlighting a significant implementation gap. Teachers often face challenges in utilizing smart boards, online applications, and digital platforms, particularly when prior training is limited. Mtika (2011) observed that both trainee and in-service teachers struggle with ICT tools due to inadequate exposure, contributing to reduced teaching confidence and competence.

A recurring theme across the interviews and existing literature is that many educators lack the technical proficiency required to fully capitalize on available resources. Although advancements in ICT have transformed language education, Arabic teachers continue to rely on traditional methods such as chalkboards, with language labs, LCD projectors, and other tools frequently underused (Zaini et al., 2019). This underutilization reflects both a training gap and infrastructural challenges.

ICT integration plays a particularly crucial role in developing listening and speaking skills. Interactive platforms stimulate auditory processing and autonomous language use, making them indispensable in fostering communicative competence (Zaini et al., 2019). Nevertheless, without structured training in digital pedagogy, teachers struggle to implement these tools effectively. Teacher S, an Arabic educator interviewed in this study, highlighted both the urgency and potential of ICT integration:

“Technology is moving very fast; therefore, we as Arabic language teachers must keep up with the current developments to integrate ICT into teaching and learning. We should not allow people to think that Arabic language instruction is always rooted in traditional methods.”

She also raised concerns about unequal access to ICT resources, noting that Arabic teachers are often sidelined in favor of other subject areas.

“Do not let teachers of other subjects dominate classrooms with ICT facilities; Arabic language teachers should also have equal opportunities to use these spaces.”

In response to these challenges, Teacher S has taken initiative by designing a digital application to teach the grammatical concept of *masdar* (verbal noun). She utilizes platforms like Jotform to create interactive tasks, illustrating how educators can incorporate technology even with minimal institutional support. While advanced technologies such as AI offer future potential for personalization and differentiated instruction, their adoption remains limited by infrastructural constraints.

Teacher S's experiences are echoed in broader research. Gan (2013) noted that trainee teachers often face similar barriers due to the absence of structured digital training. This underscores the need for teacher education programs to embed frameworks such as Technological Pedagogical Content Knowledge (TPACK) to develop digitally fluent educators (Mishra & Koehler, 2006). Continuous professional development is therefore essential. Teacher S recommended that educators pursue workshops, join peer learning communities, and actively seek training opportunities to enhance their ICT proficiency and pedagogical flexibility.

Adaptive Teaching and Hybrid Learning

The shortage of teaching aids and digital resources remains a significant hurdle across Malaysian schools. Mtika (2011) and earlier researchers (e.g., Kamaruddin, 1986; Abu Zahari, 1988) have long identified resource scarcity as a major barrier to instructional effectiveness, particularly in rural and underserved schools. These constraints require educators to be highly adaptive. Arabic language teachers, often facing mixed-ability classrooms, must employ hybrid strategies that blend traditional, individualized, and technology-supported instruction (D'Souza, 2017; Mtika, 2011). This ensures all learners can access and benefit from the curriculum. In her interview, Teacher S emphasized creativity and flexibility:

“A lack of facilities does not mean we must abandon digital tools. This is where creativity comes in. We need to prepare both traditional and digital materials and apply the simplest forms of integration where possible.”

Her pragmatic approach underscores the resilience required of teachers navigating resource limitations. Even minimal use of mobile apps, slideshows, or offline interactive tools can meaningfully enhance learning. This improvisational approach is especially relevant during practicum, when trainee teachers often find themselves in schools with inadequate digital infrastructure. Such experiences develop not only instructional adaptability but also emotional resilience; skills vital for long-term teacher retention and success.

Navigating School Culture and Institutional Expectations

Beyond instructional responsibilities, Arabic language teachers must navigate complex school environments involving hierarchical relationships, bureaucratic norms, and interpersonal dynamics. These challenges demand strong emotional intelligence, social resilience, and advocacy skills; areas often neglected in traditional teacher preparation programs.

Qualitative data from this study reflects the emotional toll of navigating these institutional structures. Teacher A described how junior educators are often assigned lower-performing classes, while experienced teachers handle high-achieving groups.

“Logically, with their skills and experience, senior teachers should be handling the lower-performing students to help improve them. But that's not the reality. Junior teachers are usually assigned to those classes instead.”

Such practices can undermine teacher morale and student outcomes. Teacher A also recounted difficulties obtaining leave approval even during personal emergencies:

“Sometimes, even if there's a family emergency, the leave is not approved because they say there is no valid or acceptable reason.”

These examples illustrate how institutional rigidity and power imbalances can contribute to emotional strain, further highlighting the need for resilience training.

To address these realities, teacher education must include explicit instruction in conflict resolution, emotional regulation, and institutional navigation. Ingersoll and Strong (2011) emphasize that such professional socialization is critical in helping new teachers manage workplace challenges and advocate for their well-being.

Professional Growth and Lifelong Learning

The interview data highlight the importance of ongoing professional development as a cornerstone of both initial teacher training and sustained career success in the teaching profession. Teachers are expected not only to maintain competence in pedagogical and content knowledge, but also to proactively seek opportunities for continuous improvement. These findings mirror the experiences of trainee teachers during practicum, where early exposure to professional growth initiatives such as workshops, networking events, and certification programs lays the foundation for long-term career development.

Teacher S emphasized this point, encouraging teachers to take advantage of every available opportunity for upskilling and advancement:

"Teachers should be aware of all the opportunities available to them for career growth, as well as for enhancing their knowledge and skills from time to time. Look for trainings, workshops such as the Apple Teacher program that also help create valuable professional connections."

Engaging in such initiatives offers multiple benefits: it not only contributes to improved teaching practice but also opens pathways for career progression, financial incentives, and collaborative learning communities. For example, programs like the Apple Teacher certification introduce educators to innovative instructional tools, which can enrich teaching and support digital integration in the classroom; an increasingly critical skill in 21st-century education. She added:

"Dare to innovate! participate in any creative competition, and through that bold step, you're not just showcasing your talent, but also advancing the Arabic language to new horizons."

These interview insights align with previous research that stresses the value of continuous teacher empowerment through professional learning opportunities. Vo et al. (2018) advocate for structured, accessible development programs that respond to teachers' evolving needs. Similarly, Köksal and Genç (2019) argue that regular participation in professional development builds self-efficacy, enriches classroom practices, and supports teacher retention by fostering a sense of growth and motivation.

Therefore, both during practicum and throughout their careers, teachers must be encouraged and enabled to actively participate in professional learning. This ensures they remain competent, confident, and connected within the ever-changing educational landscape.

CONCLUSION

The findings of this study highlight a significant alignment between the practicum experience and the realities of the teaching profession, suggesting that practicum serves as a crucial bridge to the complex demands of real-world classrooms. However, a clear disconnection persists between university-based training and the dynamic challenges faced in school settings. Arabic language teachers, like educators in other disciplines, are increasingly expected to navigate a multifaceted professional landscape, balancing instructional effectiveness, administrative duties, emotional intelligence, and technological competence.

Rather than functioning as a theoretical rehearsal, the practicum exposes teacher trainees to authentic teaching conditions, including classroom management, differentiated instruction, institutional dynamics, and the integration of ICT, often with constrained resources. These recurring challenges, evident both during practicum and in in-service teaching underscore the urgent need to realign teacher education programs with the realities of contemporary schooling. Strengthening the coherence between university coursework, practicum design, and ongoing professional development is essential to better equip future Arabic language teachers for the demands of modern classrooms

RECOMMENDATIONS

1. Revise Teacher Education Curricula to Reflect Real-World Demands.

Teacher training institutions should adopt a more integrative and experiential approach by embedding real-world scenarios into coursework. Modules should reflect the actual demands of the profession, such as managing multiple roles, addressing behavioural challenges, and navigating school politics. Simulation-based learning, role-plays, and field observations should be expanded to develop practical, emotional, and professional readiness.

2. Incorporate Emotional and Social Resilience Training.

Given the emotional labour involved in teaching, especially in hierarchical school environments, teacher education programs must explicitly address the development of emotional intelligence and conflict resolution strategies. This will equip future teachers with the tools to manage stress, foster empathy, and maintain professionalism under pressure (Ingersoll & Strong, 2011).

3. Strengthen Technological Pedagogical Content Knowledge (TPACK)

Systematic integration of ICT training into teacher preparation is essential. Arabic language teachers should not be left behind in the digital shift. Programs must offer hands-on experience with practical tools and platforms relevant to language learning, such as Kahoot, Quizlet, Jotform, and AI-powered learning aids. Infrastructure access must also be democratized at the school level.

4. Prepare Teachers for Hybrid and Resource-Limited Environments

Trainee teachers should be trained to develop hybrid instructional strategies adaptable to both high-tech and low-resource environments. Creativity, flexibility, and resourcefulness should be nurtured through tasks that require lesson design under constraints, encouraging innovative thinking even with minimal materials (D'Souza, 2017; Mtika, 2011).

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