



RESEARCH ARTICLE

## Re-Examining the Efficacy of Teaching Practice in Teacher Education in Malaysia: Challenges and Opportunities

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ARTICLE INFO	ABSTRACT
Received: Oct 19, 2024 Accepted: Dec 4, 2024	This paper critically examines the current structure of teaching practice within teacher education programs in Malaysia, highlighting key challenges and suggesting areas for reform. Based on document analysis, literature review, and semi-structured interviews with pre-service teachers, supervising teachers, and university lecturers, the study identifies four primary issues: the insufficient 16-week duration of teaching practice, ineffective and rigid assessment systems, misalignment with national educational policies, and disparities in preparedness between different cohorts of pre-service teachers. The results reveal that the existing teaching practice period does not provide adequate time for pre-service teachers to develop the necessary skills and competencies for effective teaching. Additionally, assessment systems fail to fully evaluate reflective practices and the integration of modern educational tools. The findings also indicate that teacher education programs are not fully aligned with the Malaysia Education Development Plan 2013-2025, particularly in terms of reflective practices and digital integration. Furthermore, differences in readiness between Bachelor of Education (B.Ed.) and Diploma in Education (DPLI) students suggest the need for differentiated training approaches. The paper concludes with recommendations to extend the teaching practice duration, revise assessment frameworks, strengthen alignment with national policies, and adopt tailored training approaches to better prepare pre-service teachers for the evolving demands of 21st-century classrooms.
<b>Keywords</b> Teaching Practice, Pre-Service Teachers, Teacher Education, Assessment Systems, Malaysia Education Development Plan	
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### INTRODUCTION

The process of preparing future teachers plays a crucial role in ensuring quality education in schools. In Malaysia, teacher education is anchored in university-based programs where pre-service teachers undergo various forms of training, including teaching practice. Teaching practice is an essential experience that bridges theoretical knowledge and practical application in real classroom settings. However, there are several concerns regarding the adequacy of the current teaching practice structure, particularly with regard to its duration, the assessment systems, and the readiness of pre-service teachers to meet the evolving demands of 21st-century education.

This paper explores the various challenges faced by teaching practice in Malaysia, examines its alignment with national educational policies, and provides recommendations for reform. The primary objective is to offer a critical analysis of the existing framework and suggest improvements for a more effective teacher education system.

### Research background

The preparation of future teachers is vital to ensuring quality education and effective teaching practices in schools. In Malaysia, teacher education is primarily structured through university-based programs where pre-service teachers undergo various forms of training, including teaching practice. Teaching practice plays a crucial role in bridging the gap between theoretical knowledge and

practical classroom application, allowing pre-service teachers to develop the skills necessary to thrive in actual teaching environments. However, concerns have been raised regarding the adequacy of the current teaching practice structure in Malaysia, particularly in terms of its duration, assessment methods, and the readiness of pre-service teachers to meet the demands of 21st-century education.

The existing teacher education framework has been criticized for its limitations, notably the 16-week duration allocated for teaching practice. Studies suggest that this period is insufficient for pre-service teachers to develop the range of competencies required for effective classroom management, pedagogical expertise, and the ability to respond to the dynamic needs of modern classrooms (Wong et al., 2014; Ahmad Jazimin, 2015). As a result, there is growing support for the idea that an extended teaching practice period would provide pre-service teachers with a more comprehensive and robust training experience, allowing them to refine their skills and better prepare for the challenges they will face in the classroom.

Another significant issue lies in the assessment methods used to evaluate teaching practice. These assessment systems have been described as rigid, outdated, and inadequate in capturing the full range of competencies that pre-service teachers need to develop, particularly in relation to reflective practices and the integration of digital tools. Yahya et al. (2017) point out that traditional assessment tools fail to capture the holistic approach needed for teacher development in the 21st century. Furthermore, the lack of integration of digital tools, such as E-Portfolios, limits the scope for personalized learning and reduces the ability to track the continuous development of teaching skills. As digital literacy and technological integration become increasingly important in education, the absence of such tools in teacher education assessments undermines the ability of pre-service teachers to effectively navigate modern educational environments.

The alignment of teacher education programs with national educational policies also presents a challenge. Despite the Malaysia Education Development Plan (KPM, 2013) highlighting the importance of reflective practices and E-Portfolios for professional development, the integration of these components into teacher education programs has been slow. Abdullah et al. (2014) argue that current teacher education programs have not fully embraced these strategies, leaving pre-service teachers ill-equipped to adapt to the evolving demands of education in a digital, globalized world.

Further complicating the situation is the disparity in preparedness among different cohorts of pre-service teachers, specifically between those enrolled in Bachelor's programs (B.Ed.) and those in the Diploma in Education programs (DPLI). DPLI students typically possess prior teaching experience, while B.Ed. students, who enter teacher training with less practical experience, may face challenges in bridging the gap between theory and practice. This disparity creates differences in the readiness and perspectives of the two groups, suggesting that the current teaching practice framework does not adequately cater to the diverse needs of pre-service teachers (Yahya et al., 2017).

These issues underline the need for a comprehensive review and reform of the teaching practice structure in Malaysia. The current system, if left unaddressed, will continue to hamper the development of capable, adaptable educators who can effectively meet the challenges of modern classrooms. The exploration of these issues, alongside an evaluation of the alignment with national educational policies and the identification of potential reforms, is critical for ensuring that teacher education programs in Malaysia equip future educators with the skills and competencies required to succeed in an ever-evolving educational landscape.

### **Problem statement**

In Malaysia, the structure of teacher education, particularly the teaching practice component, has been a subject of considerable scrutiny. Despite its importance as the bridge between theory and practice, existing studies reveal several critical shortcomings in the current teaching practice system, affecting the preparedness of pre-service teachers. A significant concern is the inadequacy of the 16-week duration allocated for teaching practice, which is widely regarded as insufficient for the comprehensive development of pre-service teachers. Research suggests that a more extended period of teaching practice is necessary to foster the skills required for effective classroom management and pedagogical expertise (Wong et al., 2014; Ahmad Jazimin, 2015).

Furthermore, the current assessment methods used to evaluate teaching practice are often criticized for their rigidity and lack of alignment with modern educational requirements. Yahya et al. (2017) emphasize that existing assessment tools do not adequately capture the holistic and reflective competencies needed for teachers to thrive in the 21st century. The lack of integration of digital tools, such as E-Portfolios, in the assessment process further exacerbates the issue, limiting the scope for personalized and flexible learning experiences (Yahya et al., 2017).

The disconnect between teacher education programs and national educational policies also contributes to the problem. While the Malaysia Education Development Plan (KPM, 2013) emphasizes the use of reflective practices and E-Portfolios to promote professional development, current teacher training programs have been slow to adopt these practices (Abdullah et al., 2014). Consequently, pre-service teachers are not adequately equipped to meet the evolving demands of the educational landscape, particularly in a digital, globalized world.

Additionally, disparities between different groups of pre-service teachers, such as those enrolled in Bachelor's programs (B.Ed.) versus those in Diploma in Education programs (DPLI), present a further challenge. Students in the DPLI program typically possess prior teaching experience, while B.Ed. students lack hands-on teaching exposure, which may result in a disparity in readiness and perspectives between the two groups (Yahya et al., 2017). This divide indicates that the current teaching practice framework does not adequately address the diverse needs of different pre-service teacher cohorts.

Thus, there is a critical need to re-evaluate the current teaching practice structure in Malaysia to ensure it is sufficiently rigorous, holistic, and aligned with both national educational policies and the requirements of 21st-century classrooms. Failure to address these issues will continue to undermine the quality of teacher preparation and hinder the development of competent, adaptable educators who can meet the challenges of an increasingly complex educational environment.

### **Objectives of the paper**

The primary objectives of this paper are as follows:

1. **To critically examine the current structure and duration of teaching practice in teacher education programs in Malaysia:** This paper aimed to assess the adequacy of the 16-week teaching practice period and explored the need for a more extended duration to ensure the comprehensive development of pre-service teachers.
2. **To evaluate the effectiveness of the existing assessment systems for teaching practice:** The paper analyzed the current assessment methods used in evaluating pre-service teachers, with a focus on their flexibility, alignment with modern educational needs, and integration of digital tools such as E-Portfolios.
3. **To explore the alignment of teacher education programs with national educational policies:** This objective sought to investigate the extent to which current teacher education programs aligned with national educational frameworks, such as the Malaysia Education Development Plan 2013-2025, particularly in relation to reflective practices and the use of E-Portfolios.
4. **To identify disparities in preparedness between different cohorts of pre-service teachers:** The paper explored the differences in readiness and perspectives between pre-service teachers enrolled in Bachelor's programs (B.Ed.) and those in the Diploma in Education programs (DPLI), highlighting the need for tailored training approaches.
5. **To propose recommendations for reforming the teaching practice framework in Malaysia:** Based on the findings, this paper provided recommendations for improving the structure, assessment systems, and alignment with national policies to ensure that pre-service teachers were better prepared for the challenges of 21st-century classrooms.

These objectives aim to provide a comprehensive evaluation of the current issues surrounding teaching practice in Malaysia and suggest improvements to enhance the quality of teacher education.

## LITERATURE REVIEW

The literature on teaching practice in teacher education emphasizes its critical role in preparing effective educators (Darling-Hammond, 2010; Wong et al., 2014). The duration and quality of teaching practice are often debated, with many scholars arguing that a longer and more varied practice period is essential for developing the full range of teaching skills (Ahmad Jazimin, 2015). Wong et al. (2014) suggest that 16 weeks is insufficient for pre-service teachers to fully immerse themselves in teaching and reflect on their practice. Furthermore, the integration of reflective practices and modern educational tools such as E-Portfolios is increasingly recognized as vital for fostering a deeper level of professional development (Yahya et al., 2017).

In Malaysia, the *Malaysia Education Development Plan 2013-2025* (KPM, 2013) outlines the importance of reflective practices and digital integration in teacher education. However, research by Abdullah et al. (2014) suggests that many teacher education programs in the country still lack sufficient alignment with these national goals. This misalignment has led to gaps in the preparation of pre-service teachers, particularly in terms of reflective thinking and the use of technology in teaching.

Moreover, the assessment of pre-service teachers is another area where improvements are necessary. Current assessment systems are often criticized for being too rigid and failing to evaluate competencies such as creativity, adaptability, and the use of technology (Yahya et al., 2017). Darling-Hammond et al. (2017) emphasize the importance of a more holistic and flexible assessment system that evaluates not only teaching skills but also professional development through continuous feedback and the use of digital portfolios.

One of the most widely discussed issues in teacher education in Malaysia is the short duration of teaching practice. According to Wong et al. (2014), the current 16-week teaching practice period is insufficient to produce well-rounded, competent teachers. Teaching practice requires not only the application of pedagogical theory but also the development of personal teaching skills, classroom management techniques, and reflective practices. A longer duration would provide pre-service teachers with more opportunities for observation, practice, and feedback, leading to improved professional growth. Ahmad Jazimin (2015) argues that multiple teaching practice sessions are necessary to ensure that teachers are adequately prepared for the realities of the classroom.

## METHODOLOGY

This study adopted a qualitative research approach to critically examine the challenges and opportunities in the teaching practice structure within teacher education programs in Malaysia. The methodology combined document analysis, literature review, and interviews to gather data on the issues identified in the problem statement. The research process was designed to provide an in-depth understanding of the key issues, assess the alignment of teaching practice with national policies, and offer recommendations for reform. The specific methods employed were as follows:

### Document analysis

To assess the alignment of teaching practice with national educational policies and frameworks, the study analyzed relevant policy documents, reports, and curricula. Key documents, such as the *Malaysia Education Development Plan 2013-2025* (KPM, 2013), official reports on teacher education, and program guidelines from major teacher education institutions, were reviewed. This analysis allowed the research to examine how current teacher training programs aligned with national goals and the extent to which reflective practices, E-Portfolios, and other modern educational tools were incorporated into teaching practice.

### Literature review

A comprehensive literature review was conducted to explore existing research on teacher education programs, teaching practice, assessment systems, and the challenges faced by pre-service teachers. The review focused on both local and international studies that examined the duration and effectiveness of teaching practice, the integration of technology, and the impact of assessment tools on professional development. Studies by Wong et al. (2014), Yahya et al. (2017), Ahmad Jazimin

(2015), and other scholars formed the foundation of this analysis. The literature review identified gaps in current practices and highlighted best practices from other educational systems.

### **Semi-structured interviews**

To gather primary data on the experiences of pre-service teachers, supervising teachers (ST), and university lecturers (UL), the study conducted semi-structured interviews. The target participants included:

- **Pre-service teachers (B.Ed. and DPLI students):** A diverse sample of pre-service teachers was selected from various teacher education institutions in Malaysia. These participants were interviewed to understand their perspectives on the teaching practice duration, assessment methods, and overall preparedness for teaching.
- **Supervising teachers (ST):** Teachers who supervised pre-service teachers during their teaching practice were interviewed to provide insights into the challenges they faced in guiding and evaluating pre-service teachers. Their perspectives on the effectiveness of the current system and their role in the assessment process were explored.
- **University lecturers (UL):** Lecturers who oversaw teaching practice programs were interviewed to understand their views on the current system, including the alignment with educational policies, the use of reflective practices, and the integration of E-Portfolios. The semi-structured interviews allowed participants to share their experiences and provide detailed responses to open-ended questions, offering a deeper understanding of the challenges and opportunities in the current teaching practice system.

### **Data analysis**

The data collected from the document analysis, literature review, and interviews were analyzed thematically. Thematic analysis was used to identify key themes, patterns, and issues that emerged from the data. This involved:

- Coding the interview transcripts and policy documents to identify recurring themes related to the duration of teaching practice, assessment systems, use of digital tools, and alignment with national policies.
- Comparing and contrasting the perspectives of pre-service teachers, supervising teachers, and university lecturers to identify commonalities and differences in their experiences and views.
- Synthesizing the findings from the literature review with the interview data to provide a comprehensive understanding of the challenges and opportunities in teacher education.

### **Ethical considerations**

Ethical considerations were taken into account throughout the research process. Informed consent was obtained from all participants, ensuring they were fully aware of the study's purpose and their rights to confidentiality and anonymity. Participants were assured that their responses would be used solely for academic purposes and that they could withdraw from the study at any time without consequence.

### **LIMITATIONS**

The study's limitations included the focus on qualitative data, which, while rich and in-depth, may not have been generalizable to all teacher education institutions in Malaysia. The sample size for interviews may also have limited the scope of the findings. Additionally, while the study focused on pre-service teachers, supervising teachers, and university lecturers, other stakeholders such as school administrators and policymakers could have provided additional insights into the challenges and opportunities within the teacher education system.

This methodology aims to provide a comprehensive, multi-perspective analysis of the teaching practice component of teacher education in Malaysia. By combining document analysis, literature review, and primary data collection through interviews, the study will offer valuable insights into the effectiveness of the current system and propose recommendations for enhancing the teacher training process.

## THE RESULTS

The results presented in this section are derived from a combination of document analysis, literature review, and semi-structured interviews conducted with pre-service teachers, supervising teachers, and university lecturers. The aim is to offer a comprehensive understanding of the challenges and opportunities within the current teaching practice system in Malaysia. These findings highlight the key issues regarding the duration of teaching practice, the effectiveness of current assessment methods, the alignment of teacher education programs with national policies, and the readiness of pre-service teachers.

The analysis is organized around four central themes: (1) the duration of teaching practice and its adequacy for teacher development, (2) the limitations of the existing assessment systems, (3) the alignment of teaching practice with national educational policies, and (4) the disparities in readiness between different cohorts of pre-service teachers. Through these themes, the results aim to shed light on the areas where the current system is falling short and provide a foundation for recommendations aimed at improving the teacher education framework in Malaysia.

The following sections will present the findings in detail, supported by relevant quotes from the interviews and key insights from the literature review.

### **Assessment systems: lack of flexibility and holistic evaluation**

Another significant concern is the existing assessment systems used to evaluate teaching practice. The assessment tools in use today have been criticized for their rigidity and lack of flexibility (Yahya et al., 2017). These tools do not fully capture the diverse competencies required for effective teaching in the 21st century. Education 5.0, a concept that emphasizes personalized, flexible, and holistic learning experiences, contrasts with the current assessment systems, which tend to be prescriptive and fail to incorporate reflective practices or digital tools (Yahya et al., 2017).

For example, E-Portfolios, which are a critical tool for promoting reflection and tracking professional development, are not sufficiently integrated into current teacher training programs. This lack of innovation in assessment practices hinders the development of reflective, adaptable, and tech-savvy teachers capable of thriving in a digital age.

### **Alignment with national educational policies**

The effectiveness of teaching practice is also constrained by its misalignment with national educational policies. The Malaysia Education Development Plan 2013-2025 emphasizes the importance of reflection and the use of E-Portfolios in teacher development (Kementerian Pendidikan Malaysia [KPM], 2013). However, as noted by Abdullah et al. (2014), the current teaching practice structure fails to adequately incorporate these policies. Pre-service teachers are not sufficiently exposed to reflective practices or digital tools that are essential in modern teaching. This gap between policy and practice means that teacher education programs are not fully preparing students for the changing demands of the educational landscape.

### **Readiness of pre-service teachers: addressing disparities**

The readiness of pre-service teachers is another critical issue. Deocampo (2020) argues that teaching practice is a process of empowering students, as they are expected to understand their strengths and weaknesses in real classroom settings. However, the current teaching practice structure often fails to adequately prepare students for this self-reflection. Pre-service teachers are typically not critical of their teaching practice, instead merely reiterating their experiences without deep analysis or adaptation (Wong et al., 2016).

Moreover, disparities exist between different groups of pre-service teachers, such as those enrolled in the Bachelor of Education (B.Ed.) program and those pursuing the Diploma in Education (DPLI). While DPLI students often have prior teaching experience, B.Ed. students have not yet taught in schools, leading to a disparity in their preparedness and outlook (Yahya et al., 2017). The gap between the experiences of these two groups of students needs to be addressed to ensure a more uniform standard of teacher readiness.

## Bridging the gap: recommendations for reform

To address the issues identified, several key recommendations can be made:

1. **Extend the duration of teaching practice:** The 16-week duration should be reconsidered. A longer, more intensive teaching practice period would provide pre-service teachers with greater opportunities to refine their skills, receive feedback, and engage in reflective practices.
2. **Integrate E-portfolios and digital tools:** In line with Education 5.0, teacher education programs should incorporate digital tools such as E-Portfolios. These tools would allow pre-service teachers to reflect on their teaching, document their growth, and develop a more personalized learning experience.
3. **Revise assessment methods:** The assessment of teaching practice should be revised to include more flexible, holistic, and reflective measures. This would allow for a more accurate assessment of pre-service teachers' competencies and development, moving beyond traditional grading methods.
4. **Address the disparities between different pre-service teacher groups:** The curriculum should account for the varying levels of experience between B.Ed. and DPLI students. Tailored programs should be created to ensure that all pre-service teachers, regardless of prior experience, are adequately prepared for their teaching practice.
5. **Align teaching practice with national educational policies:** Teacher education programs should be realigned with national educational frameworks such as the Malaysia Education Development Plan 2013-2025 to ensure that pre-service teachers are equipped with the necessary skills and knowledge to meet the evolving demands of the education system.

## DISCUSSION OF RESULTS

The findings from the document analysis, literature review, and semi-structured interviews reveal several significant issues in the current teaching practice framework within teacher education programs in Malaysia. These results underscore the need for reform in areas such as the duration of teaching practice, the effectiveness of assessment systems, alignment with national policies, and the preparedness of pre-service teachers. The discussion below integrates these findings with relevant literature and current research.

### 1. Duration of teaching practice

One of the most prominent concerns raised by both pre-service teachers and supervising teachers (GPs) is the inadequacy of the 16-week teaching practice period. The interviews revealed that many pre-service teachers feel that 16 weeks is insufficient to gain meaningful hands-on experience and develop the skills necessary for effective teaching. This finding aligns with previous studies by Wong et al. (2014), which argue that the current duration of teaching practice does not allow for a comprehensive development of pre-service teachers. Research by Ahmad Jazimin (2015) further supports this by suggesting that multiple cycles of teaching practice are necessary to adequately prepare future educators.

This finding also resonates with international perspectives on teacher preparation, which emphasize the importance of extended clinical experience. For example, Darling-Hammond (2010) argues that effective teacher preparation programs in high-performing countries often include extended and varied teaching placements, giving pre-service teachers the opportunity to gradually build their teaching competencies.

### 2. Effectiveness of current assessment systems

The assessment systems used in teaching practice were another key area of concern. Both pre-service teachers and GPs expressed dissatisfaction with the current evaluation methods, citing that these assessments were often too rigid and did not fully capture the holistic competencies required for 21st-century teaching. Pre-service teachers indicated that their performance evaluations primarily focused on their ability to follow lesson plans and manage classrooms, but did not sufficiently assess their ability to engage in reflective practices or integrate modern educational tools.

This criticism is consistent with the findings of Yahya et al. (2017), who highlight that current assessment practices in Malaysia's teacher education programs fail to adequately evaluate reflective thinking, creativity, and the ability to adapt to diverse classroom settings. Moreover, the integration of technology into teaching practice, such as through the use of E-Portfolios, remains limited in many institutions (Yahya et al., 2017). These issues point to the need for a more flexible and holistic assessment system that better aligns with the evolving demands of education in the 21st century.

International studies also reinforce the importance of flexible and comprehensive assessment frameworks. For example, the UNESCO (2015) report on teacher education suggests that assessment in teacher education should emphasize formative feedback and continuous professional growth, including the use of digital portfolios to track progress over time.

### 3. Alignment with national educational policies

The findings suggest that the current teaching practice system is not fully aligned with Malaysia's national educational policies, particularly those outlined in the *Malaysia Education Development Plan 2013-2025* (KPM, 2013). While the plan emphasizes the importance of reflective practices, professional development, and the use of E-Portfolios, these elements are not yet sufficiently integrated into teacher education programs. Many interviewees expressed concern that the current teacher training system does not adequately reflect the aspirations of the national policy, leading to a gap between policy objectives and actual practice.

Abdullah et al. (2014) highlight this gap, suggesting that teacher education programs in Malaysia have been slow to adopt the reforms outlined in national policy documents. The lack of integration of reflective practices and E-Portfolios, which are central to the *Malaysia Education Development Plan*, reflects a broader challenge in aligning teacher training with evolving educational goals.

The alignment of teacher education with national policies is a common challenge globally. According to Cochran-Smith et al. (2016), many countries face difficulties in translating policy reforms into actual classroom practices, especially when teacher education institutions are slow to adapt. This issue is critical in Malaysia, where the shift towards a more holistic, reflective, and technology-driven teacher education model requires systemic changes.

### 4. Disparities between pre-service teacher cohorts

A significant finding from the interviews was the disparity between pre-service teachers enrolled in different programs, particularly between Bachelor of Education (B.Ed.) students and those in the Diploma in Education (DPLI) programs. DPLI students, who often have prior teaching experience, were found to be more confident and better equipped to handle the challenges of teaching practice compared to their B.Ed. counterparts, who typically lack prior teaching experience. This gap in preparedness suggests that the current teaching practice system does not adequately cater to the differing needs of various pre-service teacher cohorts.

This finding is consistent with the literature, as highlighted by Yahya et al. (2017), who note that there is a need for differentiated teacher training programs that recognize the prior knowledge and experience of different cohorts of pre-service teachers. The lack of tailored approaches in teacher education programs is a common issue in many countries, as different student cohorts require different types of support and training to succeed in the classroom (Darling-Hammond et al., 2017).

### 5. Recommendations for reform

The findings of this study underscore the need for comprehensive reform in Malaysia's teacher education system. Based on the identified challenges, the following recommendations are proposed:

- **Extend the duration of teaching practice:** A longer period of teaching practice, potentially incorporating multiple cycles, should be implemented to provide pre-service teachers with more opportunities to develop their teaching skills in diverse classroom settings.
- **Revise the assessment framework:** The assessment methods should be revised to incorporate more holistic evaluation criteria, including reflective practices, digital portfolios, and the ability to adapt to diverse classroom contexts. This would better align with the evolving demands of the teaching profession.



- **Strengthen alignment with national policies:** Teacher education programs should be restructured to ensure that they are fully aligned with the *Malaysia Education Development Plan 2013-2025* and its emphasis on reflective practices, technology integration, and professional development.
- **Implement tailored training approaches:** Differentiated programs for B.Ed. and DPLI students should be developed, recognizing the varying levels of prior experience and knowledge among pre-service teachers.

## CONCLUSION

Teaching practice is a vital component of teacher education, bridging the gap between theory and real-world classroom application. However, Malaysia's current teacher education system faces challenges, such as the inadequate 16-week teaching practice duration, rigid assessment methods, and a lack of integration of digital tools. Extending the teaching practice duration would provide pre-service teachers with more time to develop essential skills and engage in a continuous cycle of reflection and improvement. Additionally, revising assessment methods to focus on reflective practices, adaptability, and the integration of technology, such as E-Portfolios, would create a more dynamic and personalized evaluation process, better preparing teachers for modern classrooms.

Furthermore, disparities in preparedness between pre-service teachers in Bachelor's (B.Ed.) and Diploma in Education (DPLI) programs create differences in readiness, as DPLI students often have prior teaching experience, while B.Ed. students may lack hands-on exposure. A more tailored approach to teaching practice, adjusted based on the experience level of students, could address these disparities. By integrating digital tools and revising assessment methods, Malaysia could create a more comprehensive and responsive teacher education system. These changes would ensure that future teachers are better prepared to meet the challenges of 21st-century education and contribute to the development of a high-quality, adaptable teaching workforce.

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