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Understanding Learning Difficulties- Key Factors Impacting Student Success in Teacher Training

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Abstract: *This article explores the learning difficulties experienced by students preparing to become teachers. The investigation is based on a mixed methodology, both quantitative and qualitative, including a questionnaire, semi-structured interviews with teachers, and an analysis of data from the literature. The research examines several factors that lead to learning difficulties, such as: adaptation to a dense, predominantly theoretical curriculum, the lack of practical educational experience in university settings, developing pedagogical skills alongside academic ones, stress during assessment sessions, or managing the anxiety associated with the role of a future teacher. Initial results of this study suggest that cognitive, emotional, and motivational difficulties are exacerbated by the lack of effective support mechanisms, as well as the existence of dissonance between the pedagogical theory taught and the realities in the classroom. The present research contributes to a better understanding of the specific educational challenges of teacher education. It can form the basis for constructing strategies or recommendations for the adjustment of initial teacher education programs in university education.*

Keywords: *learning difficulties; initial training; university education; academic learning.*

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Conceptual approaches, learning theories

Academic learning is a dynamic and complex process, influenced by many factors; it has been analysed over the ages by numerous pedagogues and psychologists, who have developed theories to explain it scientifically and guide teaching and learning practices. In the university environment, students engage in formal, non-formal, and informal learning activities, developing academic competence, critical thinking, and problem-solving skills. Constructivists explain learning as a construct of knowledge, where students learn by making sense of information through direct interaction with the environment and experiences with others (Piaget, 1970; Vygotsky, 1978). The theory is applied through student-centred teaching methods such as discovery and collaborative learning. Teachers are challenged and encouraged to create learning environments that facilitate exploration and debate. Socio-cultural theory, also founded by Vygotsky (1978), argues that learning takes place in cultural contexts, with social interactions being fundamental to cognitive development. The concept of the zone of proximal development is central, emphasizing the importance of social support in learning (Wells, 2002). Teachers who set their teaching strategies in line with this theory constantly encourage their students to collaborate and participate in group activities, providing them with the optimal framework for learning through discussion and constructive feedback.

Proposed by David Kolb (1984), experiential learning theory explains the learning process in four stages: concrete experience, reflection on experience, abstract conceptualization, and active experimentation. In educational practice, students can apply theoretical knowledge in real-life situations, such as in internships. Another theory, self-directed learning theory (Knowles, 1975; Candy, 1991) emphasizes the importance of self-directed learning. Increasingly found as a foundation in adult and continuing education, the theory describes students as being able to define their learning goals and control their learning process. Teachers who orient their teaching along the lines of this theory promote self-assessment and self-directed learning in courses and seminars. In the context of technological developments, the connectivism theory advocated by George Siemens (2005) states that learning takes place within social and technological networks. The theoretical model focuses on the ability to navigate complex information

and make connections between sources and ideas. It is applied in online education and network-based learning where students collaborate through digital platforms (Downes, 2008).

Analyzing the mental processes involved in the learning process (attention, memory, and thinking), cognitive learning theory (Anderson, 2005; Sweller, 1988) argues that students can improve their learning through critical thinking strategies (memorization techniques, content analysis) that help to manage information effectively and facilitate retention. Learning in academic activities often occurs along the lines of the project-based learning theory model which emphasizes the importance of project-based activities. This theory promotes practical and applied approaches to knowledge; students address concrete topics by integrating theoretical concepts through projects. The theoretical model is used successfully in areas such as technical and science education, a major advantage of which is that it encourages innovation and creativity (Bell, 2010). One theoretical model that we consider to be of great importance in analysing and making academic learning among students more effective is the one developed by Deci & Ryan (2000), referred to as self-determination theory. It focuses on the importance of intrinsic motivation in learning and states that students learn better when they feel a sense of autonomy, competence, and belonging in an academic environment. It is increasingly being applied in university curriculum development, in approaches to teaching methods that promote student self-motivation and engagement.

These theories provide a solid foundation for understanding learning processes in the academic environment and are essential for developing effective pedagogical methods and strategies to help students overcome the obstacles and challenges they may encounter during their academic journey.

Portrait of the student preparing for the teaching profession

Based on the literature, we analyse the general characteristics and profile of the student teacher. These may vary by country and context, but some common features define this category of future education professionals. The choice of a teaching career is generally generated by a combination of vocational and practical factors, such as the desire to contribute to the education of future generations, job stability, and personal interests in developing in academia. Students who choose to prepare for a career in teaching are often motivated by the desire to

make a vital difference in the lives of the children with whom they will work. According to a study conducted by the OECD (2019) in the TALIS (Teaching and Learning International Survey) report, the most cited motivations for choosing a teaching career are the desire to help students learn and to contribute to the development of the community they belong to. 90% of respondents in 48 countries indicated that their decision to study teaching was motivated by the desire to positively impact children's lives. According to UNESCO statistics (2020), in many countries in the world, the percentage of young people who undergo university preparation for a teaching career is between 10% and 15%.

Referring to the students in Romania who undergo initial training for a teaching career, we note, according to a study published in Revista de Pedagogie (Voinea, 2018) that the majority of students who attend faculties of pedagogy are women, with a ratio of approximately 75% women and 25% men. This situation is similar to that in other European countries and reflects social, and cultural norms and frameworks in Romania, where teaching at the pre-school and primary level is mostly associated with women. Regarding Romanian students' motivation in choosing a teaching career, a study conducted by (Catalano et al., 2020) showed that the majority of students make this choice out of a desire to positively influence and put students' lives on an optimistic path. Some 70% of the respondents stated that their main motivation is the desire to contribute to the education of the younger generation, a choice that triggers high job satisfaction. The profile of the Romanian student preparing for a teaching career is complex, and nuanced by a variety of factors, including demographics, personal motivation, academic difficulties, and the shape of the educational environment.

Learning difficulties identified in students. Previous studies and research

The reviewed academic literature predominantly focuses on aspects of academic learning among students with learning disabilities, impairments, on other disabilities. There is considerable research attention given to novice teachers and the challenges they face at the start of their teaching careers. However, we found limited research on the learning difficulties encountered by students preparing for a teaching career. For this reason, our study presents aspects that can enhance the

analysis of learning for future educators, providing complementary data to the existing international research.

In the context of changes in contemporary society, a topic of great interest for university education (researchers, teachers, policymakers) is the learning difficulties encountered by students. These obstacles not only influence academic success but can also affect the personal and professional development of young people preparing for various careers. There is a segment of studies in the pedagogical scientific literature in the field of learning difficulties encountered by students preparing to become teachers; they emphasize the complexity of the educational process and the need for self-evaluation and reflection. Illustrative for this issue is the article by Guzmán-Valenzuela & Barnett (2013), which highlights a significant resistance to self-reflection among teachers, suggesting that they are not constantly aware of the difficulties they encounter in teaching or of the impact that their teaching methods or style have on student learning. At the university level, when the emphasis is on learning autonomy, this lack of awareness is exacerbated, often linked to an inability to read the signals in different educational situations, indicating an excessive focus on their routines at the expense of the individual needs of students. The authors of the study suggest that processes of systematic reflection and self-evaluation of teaching, with an emphasis on the teaching component, are essential to overcome these difficulties and to improve pedagogical practices in the university environment. A similar view is expressed by Clipa (2008), who emphasizes the need for reflective practice in education, stressing that the entire education system needs to adapt to contemporary demands and to form responsible and creative adults.

They point to a decline in teachers' teaching skills and a move away from reflective teaching, which is essential for the university teacher to distinguish between routine actions and those involving a critical analysis of educational practices. In the academic context of language teacher education, Spante et al. (2018) propose a strategy for professional and pedagogical orientation that responds to the challenges posed by the changes brought to learning by the integration of new technologies. They emphasize the importance of career guidance and mentoring during the pre-service period, which makes a major contribution to the development of the skills needed to foster motivation for teaching, commitment, and responsibility for the education of future generations. These approaches include the need to

implement a dynamic dialogue between teachers and students, supporting the experiential component of career guidance and critical analysis of texts relevant to the teaching profession.

Studies show that the problems faced by students at the university level are complex and diverse, and can be influenced by cognitive and emotional factors as well as socio-economic, cultural, or organizational factors (Biggs, 2003; Entwistle & McCune, 2009). Numerous international studies indicate a significant proportion of students face difficulties in adjusting to the demands of the academic environment, such as managing large amounts of information, developing autonomous learning skills, or balancing personal and academic responsibilities (Tinto, 1993).

Recent research reveals that some students experience cognitive difficulties in understanding academic concepts and theoretical concepts, accompanied by poor management of emotions caused by comprehension difficulties, which involves assessment anxiety. These cognitive and emotional difficulties affect performance and adaptation to the academic environment (Lambert & Dryer, 2018). Another aspect that illustrates the difficulties involved in academic learning is found in the gap between theory and practical activities. There is a mismatch between the theory taught in the course and the practical realities of the specialization, which makes it difficult for students to integrate and apply theoretical knowledge in practical contexts (Richardson, 2015). Students complain about the lack of mentoring and support from teachers, which they believe can exacerbate their learning difficulties, leaving them without adequate help in coping with their learning difficulties (Alamri & Tyler-Wood, 2017). Many students experience performance and public speaking anxiety, a difficulty that negatively affects their learning outcomes and motivation, as many academic activities require oral communication skills (Vitasari et al., 2010; Zeidner, 1998). The low attractiveness of educational activities may induce a lack of motivation or decreased motivation during university studies, a factor that can significantly contribute to learning difficulties and poor performance (Deci & Ryan, 1985; Eccles & Wigfield, 2002).

Other studies (Richardson, 2016; Shonfeld & Ronen, 2015) have indicated that the existence of a large, busy curriculum coupled with high assessment requirements contributes to academic stress, exacerbating learning difficulties for students. Dense and stressful academic tasks can lead to self-regulatory difficulties such as time

management in organizing study time and, by extension, affect academic success (Zimmerman, 2012). Modern experiences requiring universities to align to new digital learning conditions have highlighted the difficulty of adapting to online learning due to the limited accessibility of educational platforms or appropriate adaptations. The lack of consistent integration of educational technologies and interactive learning resources makes it difficult for students to identify and adopt learning methods that support their academic and personal development (Arkorful & Abaidoo, 2015). Students with disabilities may also experience learning difficulties, as their access to educational materials is in some cases limited due to inadequate resource design (Wu & Chen 2023).

In Romania, the specific context of university education marked by a long-standing reform and major socio-economic changes or the COVID-19 pandemic has exacerbated some of these difficulties, through the lack of effective mechanisms for educational support and counselling, as well as important dissonances between academic expectations and aspirations and the socio-economic realities experienced by students (Ionescu, 2017). These approaches highlight the diversity of factors influencing learning difficulties and suggest the need for appropriate interventions to support students. An important aspect of a student's educational pathway is adaptability to environmental changes and educational demands. For some, adapting to the transition to higher education is, as research shows, a major challenge. Students face difficulties in adapting to the independent learning mode, specific to the university level, characterized by a high volume of information and a fast pace of teaching, which causes stress (Ilovan et al., 2019). The effects can be decreased performance, prolonged or delayed duration of studies or even dropping out. A common problem among Romanian students is the lack of autonomous learning skills, self-organization skills, and the ability to manage complex information. Students preparing for a teaching career complain about the existence of university programs with a high theoretical load and a demanding curriculum that is not balanced with the accumulation of practical experience (Constantin & Popovici, 2022). Many encounter academic difficulties in training programs. 60% of students mention that they do not cope with the challenges in the classroom. This observation is also supported by the research of Tarna (2012) who emphasizes the need to

integrate more intense and relevant practical experiences into the university curriculum.

The university academic level comes with a higher demand on all personal, cognitive, language, emotional, and social skills. University professors have identified difficulties in Romanian students expressing themselves coherently in academic contexts, a problem that affects their evaluation and writing of papers (Lungu, 2021). The uncertainty generated by these difficulties causes students significant stress, even anxiety in exam sessions. This is one of the main learning difficulties, affecting concentration and academic performance (Gavriluță et al., 2022). A real problem signalled by studies in the literature indicates the high level of stress and the risk of burnout among pedagogy students (Ciurea, 2023) approximately 30% of students feel overwhelmed by academic responsibilities and professional expectations, which can lead to emotional health problems. The lack of adequate communication between teachers and students, amidst the construction of a sterile, non-well-being-oriented educational environment, will create major discrepancies between what is desired and what is achieved in academic learning. According to the same research, relationships between students and teachers have a significant impact on the development of pedagogical skills. Students, who benefit from constructive feedback in a resilient environment, tend to develop their teaching skills faster. At the same time, limited support from academic counsellors and psychologists increases students' vulnerability to learning and emotional problems (Cucereavîi, 2020).

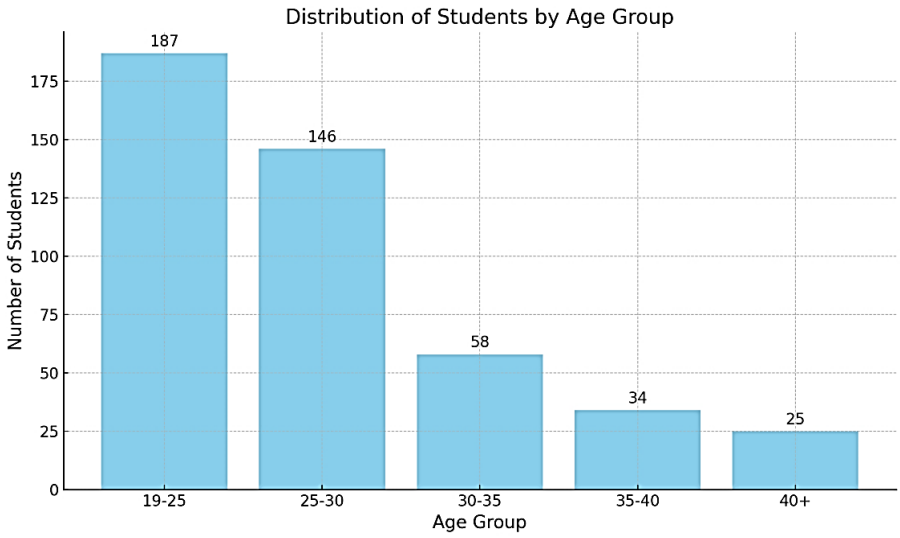
Recent studies, such as the one conducted by Romero-Garcia et al. (2020), emphasize that the level of digital competencies of Romanian pedagogy students is often insufficient. Financial difficulties are no less relevant. The socio-economic context has a major influence on academic success, as students with limited resources have major shortcomings in accessing the necessary technology and teaching materials (Voicu & Muntean, 2023). The forced transition to online or digitally-supported learning is another challenge, as many students are not prepared to use digital platforms effectively (Zamfiroiu et al., 2022). Nearly 40% of students participating in a research study (Stan, 2022) reported a lack of training in the use of educational technologies, which limits their ability to integrate these tools into teaching or learning. These approaches provide a solid basis for understanding Romania's educational challenges and require additional support measures.

Methodology

The present study uses a qualitative methodology consisting of a questionnaire, semi-structured interviews with students and teachers, and a detailed analysis of publicly available data on the websites of the university education units. The questionnaire is structured in seven sections: demographic information, academic challenges (difficulty of curriculum, tasks, understanding of pedagogical concepts and theory), pedagogical practice, time management and stress, access to technology and resources, financial and social support, and motivation in teaching career. The research involved 450 students from the South-East Development Region of Romania, and 46 university teachers, in June 2024.

Information about the sample of subjects: the majority of students are in the age group 19-25 years, representing 41.56% of the total. The older age groups between 30 and 40 years have a lower percentage, indicating a significant decrease, which could indicate a trend of delay in starting university studies or a higher dropout rate among older students.

Figure 1 *Distribution of subjects by age*



The gender distribution of subjects is 28% male students and 72% female students. As it is also mentioned by the analysed studies, for the national education system the representation of the teaching profession, especially for primary and pre-school education, is

predominantly female. In terms of year of study and specialization, the distribution of subjects is as follows: the first and second years of study have the highest representation in the sample (69%), which indicates that these students encounter more difficulties than those in higher years, which was the reason for their interest and participation in the research. In terms of specialization, 62.5% are pursuing undergraduate degree programs for primary and preschool education preparation, 27.3% are pursuing educational master's degree programs, and 20% are undergraduate students in different specializations, pursuing psycho-pedagogical modules.

Results

For the academic challenges section, the majority of students (52.22%) find the academic program very demanding or moderately demanding (22.89%), with only 2.67% reporting that they do not find the academic curriculum they have to complete at all demanding. Over 75% of students find the university curriculum extremely difficult or very difficult, suggesting a generalized perception of its difficulty. The low number of students who find the curriculum not difficult indicates an acute need for evaluation of content and teaching methods. The frequency distribution for responses indicating difficulties in responding to academic tasks shows that, in students' opinion, the most difficult academic tasks are participating in discussions supported by arguments and using coherent, specialized language (59.11%) and writing academic papers (47.56%).

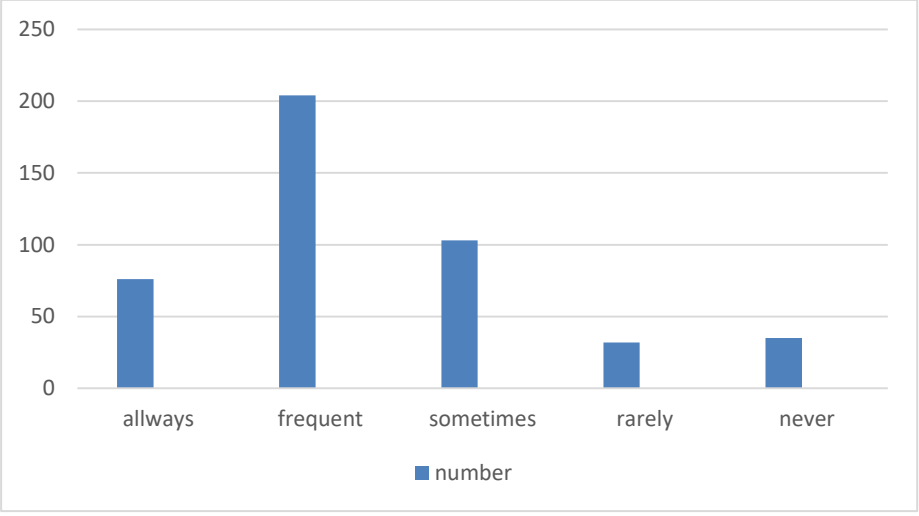
In the section on difficulties related to teaching practice the statistical analysis of the responses shows that the majority of students feel unprepared for practical teaching, indicating a major deficit in their perceived preparedness for classroom management. A significant percentage of students (25.78%) are neutral, suggesting an uncertainty or lack of confidence in their abilities. Only 29.33% of the students feel prepared or very prepared, which highlights that less than a third of the sample are confident in their practical teaching skills. The students identified the difficulties they faced in their teaching practice. Each challenge is analysed by frequency, with the item allowing multiple choices. Performance-related stress is the most frequently reported challenge, with 75.56% of students experiencing it. This highlights the significant pressure students experience during pedagogic practice. Another major difficulty, reported by 73.56% of the subjects, is the application of theory in practice, which highlights a dissonance between

theoretical learning and its application in real classroom situations. A significant 58.89% of the students find that unclear feedback from practicum mentors makes them uncomfortable, suggesting the need for more effective communication and clear guidance from them. Other challenges specified by the students highlight a lack of confidence in mastering the content of the subjects to be taught, discomfort and stress felt in front of the class, fear of making speech or scientific mistakes, difficulties in time management, and lack of experience in working with students with special educational needs.

The fourth section of the questionnaire aimed to identify time management difficulties and stress. Descriptive statistics were performed for frequency distributions, the Chi-square test of independence to explore relationships between different categorical variables, and correlation analysis to assess possible associations between stress and time management variables. To the question "How often do you feel overwhelmed by the volume of academic work?" 62.22% of students report feeling overwhelmed always or frequently, suggesting that a significant proportion of the student population has difficulty managing their academic workload.

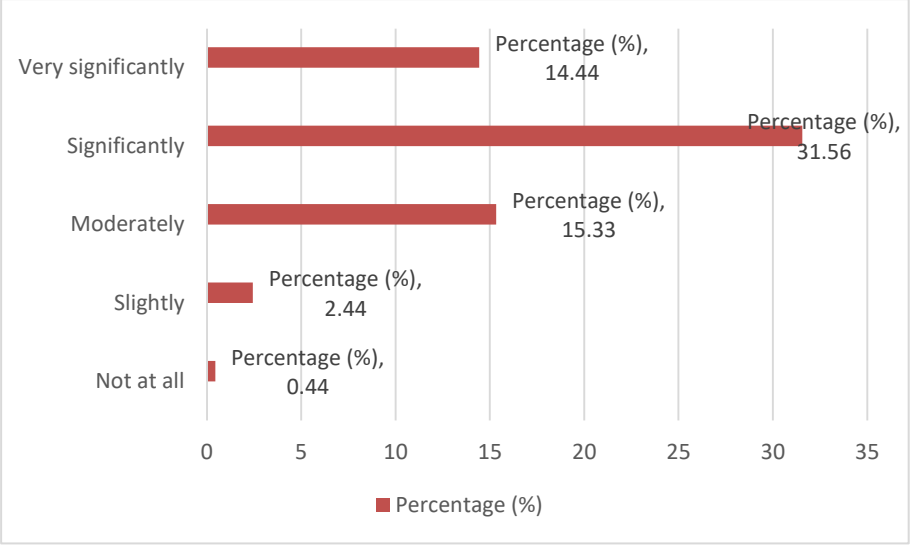
Only 7.8% report that they never feel overwhelmed, which suggests that the academic pressure of completing various assignments, reports, and presentations is a common problem for most students (Fig. 2).

Figure 2 *How often do you feel overwhelmed by the volume of academic work?*



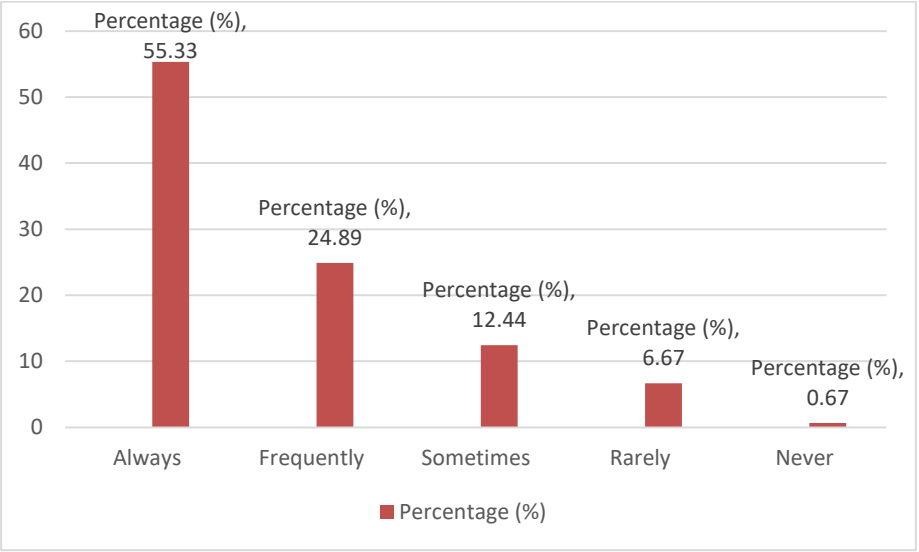
Students who are employed have to find a balance between the time spent at work and the time spent on classes and academic preparation. Figure 3 shows percentages indicating the extent to which work interferes with academic responsibilities.

Figure 3 *To what extent does the workplace (if applicable) interfere with academic responsibilities?*



46% of students report that work interferes significantly or very much with academic responsibilities. This highlights the stress of combining work with full-time university study, particularly in terms of balancing energy management and the ability to concentrate on work and study. A very small percentage (0.44%) reports that work does not interfere at all, which probably reflects students working part-time or from home in various collaborations reduced in time and tasks.

Figure 4 *How often do you experience stress or anxiety related to assessments and exams?*



An overwhelming percentage (80.22%) of the sample of subjects report that they experience stress or anxiety always or frequently, which reflects the significant impact that academic assessments (exams, tests, colloquia) have on students' well-being. A very small percentage of only 0.67% of students reports that they never have exam-related difficulties. Analysing all this data, it is evident that exam stress is a difficult experience for almost all students. Applying the Chi-square test, it was shown that there is a significant relationship between job interference and the frequency of feeling overloaded by academic work.

The fifth section of the questionnaire refers to difficulties in using information technologies and digital resources in education. Access to technology represents a difficulty in terms of the skills needed for 46.9% of the respondents and 12% of the students admit that they do not have access to the necessary technology. 43.8% of the students consider themselves inefficient or not efficient at all, which may indicate a link between limited access to technological resources and low skills in their use. Analysis of correlations between variables shows the following: students who always have access to technology tend to be more efficient in their use of educational technology. 56.2% of those who always have access are either efficient or very efficient. Those who have difficulty accessing technology are predominantly in the inefficient and not at all efficient categories (60.1%). Students without access to technology tend to

be predominantly inefficient, with only 14.8% considering themselves efficient or very efficient. The research on the difficulties encountered by students in pedagogical programs examined the role of financial and social support in learning and motivations for future careers. Nearly half of the students (47.6%) feel neutral in terms of the support they receive from professors or university psychologists, indicating a lack of real connection between students and university staff. The percentage of students who do not feel mentoring support (16.7% and 14.7% in total) far exceeds those who feel fully supported (8%), suggesting a need for improvement in emotional and academic support from the university.

In terms of confidence in preparation for a teaching career, only 15.3% of student respondents feel very confident in their pedagogical preparation, suggesting either improved training programs or improved techniques of intellectual work. A significant percentage (33.3%) has a neutral attitude, which may indicate uncertainty about the acquired competencies. Regarding the motivation for initial training in the teaching profession, the majority of students (44.9%) choose a career in education for the stability that this profession offers, which emphasizes the pragmatic aspects of choosing a teaching career. A significant percentage of the sample (29.8%) cites the desire to influence children's lives as a motivating factor, suggesting a more altruistic motivation and vocation for the profession.

The use of semi-structured interviews with students provides a flexible and in-depth approach to understanding their experiences and challenges in the educational context. The interview was structured around key themes related to time management, adaptation to effective learning techniques, and comprehension of the study material.

A recurring theme was the difficulty in managing time, particularly the balance between academic requirements and personal obligations. Most students reported that the large volume of information from pedagogical disciplines, along with the need to participate in practical activities creates significant stress. Students appreciate that managing time between studies and personal activities is a major challenge for them: *I find it difficult to allocate enough time to each task. I feel that the academic demands accumulate too quickly, and I can't effectively organize my time.(one student)*

Another important aspect was difficulty in identifying and applying appropriate learning techniques. Students reported that traditional learning methods, such as rote memorization or repeated reading, are not always effective for gaining a deep understanding of

pedagogical concepts. Some highlighted a lack of training in utilizing active learning strategies, such as outlines or summaries, which affects their progress. Another student said: *I try to learn as much as possible, but I haven't been trained on how to apply effective learning techniques. This makes me feel like I 'm wasting time sometimes.*

A significant number of students reported that the high level of complexity of the scientific content in courses on pedagogy, educational psychology, and other related disciplines poses a challenge. They noted that some concepts are abstract and difficult to apply in practical contexts, leading to a superficial understanding. Some students also reported a lack of adequate support from higher education institutions, particularly regarding access to personalized learning resources or counselling programs. They believe that they would benefit from additional training in learning techniques to improve their results.

The semi-structured interviews with the university teachers revealed some significant learning difficulties not necessarily identified by the student questionnaire, which were highlighted in the teaching activities during the assessment periods through systematic observations. They emphasized the existence of problems in the development of deep, critical pedagogical thinking. Teachers state that students have problems in applying theory into practice, in analysing and reflecting on how they can apply and adapt pedagogical theories to the specifics of the classroom. Teachers claim in most cases a mechanical approach to information, without creative adaptations to unforeseen classroom situations, without critical and reasoned interventions.

Another negative aspect observed by teachers refers to the fragmentation of knowledge and lack of coherence between subjects. The integrated approach to content is almost inaccessible for most students, they tend to learn subjects in isolation without making logical links between the different areas of pedagogy. There is a lack of interdisciplinary integration, which is relevant not only in learning but also in the teaching-learning approach in pedagogical practice. Motivating the lack of experience in pedagogical practice, teachers perceive in students preparing for a teaching career the difficulty of navigating multiple teaching styles and developing their own teaching identity. Teachers have noticed that many students take on the mentor's teaching style without adapting it to their particularities. In this training process, they seem undecided and confused about their professional identity and how they want to approach teaching. Being highly

interested in models makes it difficult for them to approach flexible, adaptable teaching but also limits their ability to innovate within lessons. Another aspect revealed by the interviews with academic teachers is the gaps in metacognition and self-evaluation. Teachers recognize that students are not sufficiently encouraged to develop self-evaluation skills and metacognitive reflection. This hinders learning and acts as a brake on their academic success because they do not identify their weaknesses in real-time. Teachers suggest that students should benefit from activities that allow them to self-assess in real-time and adjust their learning style. From discussions with their students and from systematic observations during teaching activities, teachers noted difficulties in time management and organization of academic tasks. While the students highlighted the high volume of homework and assignments, with deadlines generating stress, the teachers identified a lack of organization, and students' inability to effectively organize their time and prioritize their tasks. In addition, they note that students spend many hours a day surfing the Internet, hours during which they are not studying and not necessarily informally informing themselves.

Another observation that teachers have identified is that many of the students find it difficult to adapt to different school environments during their placements. Classes with students with special needs or students with widely varying ability levels make it difficult for future teachers to adapt. This shows a lack of teaching flexibility and insufficient practical preparation for the diverse realities of the education system.

Research limitations

The research focuses on students preparing for a teaching career, from a specific geographical and economic context (Romanian context), aspects that limit the applicability of the results to other fields or professions. Students in other faculties or programs may encounter other learning difficulties not identified through this research. The study focused mainly on issues identified in and closely related to the academic environment, consciously excluding other external factors that might influence learning, such as health status, previous school-related experiences, emotional and psychological state, or other issues that might affect student performance. We also take into account self-reported bias, as data collected by questionnaire and interview may be influenced by certain subjective attitudes of students or teachers. All participants were informed about the purpose of the study and provided

their informed consent, with the assurance that their personal data would not be disclosed and that they would not face any negative consequences as a result of their participation.

Discussions. Pedagogical conclusions of the research

Our article makes a significant contribution to improving the understanding of the learning difficulties faced by students in teacher education, focusing on aspects such as time management, the effective use of learning techniques, and the complexity of scientific content. These challenges, often underestimated in the literature, represent key obstacles in the preparation of future teachers, and highlighting them provides a critical perspective necessary for adapting educational processes to the real needs of students.

The perspective of university teachers analysed through the semi-structured interview, denotes that the learning difficulties of students preparing for a teaching career go beyond issues of theory and practice, involving deeper issues of professional identity development, and digital and metacognitive skills. They recognize that if students are not encouraged and involved in activities that develop their critical reflection skills, make connections between disciplines, and develop their pedagogical style, they risk entering the education system with incomplete preparation. The teachers' suggestions converge towards improving training programs, both initial and in-service, that provide support for professional and personal development so that students develop personal practices and not just take on the models of their mentors. They also suggest the need for advice and support in the area of self-evaluation and organization, an essential aspect in the future teaching profession, for the management of academic tasks and resilience in the face of all professional challenges.

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