

Challenges Faced by Novice Teachers in Classroom Assessment at the Primary School Level: A Systematic Literature Review

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Abstract

This study aims to examine the challenges faced by novice teachers in implementing classroom assessments at the primary school level. In the current educational context, effective assessment implementation is a major issue, especially for novice teachers who are new to the profession. This study employs a Systematic Literature Review (SLR) approach based on the PRISMA protocol, identifying, screening, and evaluating 15 key articles from indexed sources such as Scopus and Web of Science (WOS). Data analysis was conducted thematically and qualitatively, resulting in three main themes: (1) challenges in novice teachers' understanding and knowledge of assessment concepts, (2) time constraints and workload in assessment implementation, and (3) professional support and collaboration among teachers to address these challenges. The findings suggest that many novice teachers struggle with selecting and implementing appropriate assessment tools and interpreting student learning data. Time constraints and workload also hinder the effective implementation of comprehensive assessments. This study recommends that the Ministry of Education and relevant agencies introduce more structured, effective training programs, provide consistent professional support, and enhance the use of technology in assessments to improve teaching and learning effectiveness. The results of this study offer important implications for education policymakers, researchers, and educators in strengthening assessment practices at the primary school level.

Keywords: Novice Teachers, Classroom Assessment, Teaching Challenges, Teacher Understanding, Time Management, Professional Collaboration, Professional Support, Educational Technology, Teacher Training, Systematic Literature Review (SLR), Primary School Education

Introduction

Classroom assessment plays a pivotal role in evaluating teaching effectiveness and supporting students' learning development in primary schools. It enables teachers to identify students'

mastery levels and informs the planning of targeted pedagogical interventions (Md-Ali et al., 2021). In the context of 21st-century education, the ability to implement authentic, student-centred assessments has become an essential requirement for ensuring high-quality teaching outcomes. However, novice teachers frequently encounter a range of challenges in executing effective assessments, particularly during the early stages of their professional careers (Tahir et al., 2021; Kim & Lee, 2021).

Recent empirical studies have highlighted that these challenges include insufficient pre-service training, limited practical experience, time constraints, and heavy workload pressures (Khan et al., 2025; Sanusi et al., 2025). Furthermore, factors such as unclear educational policies, limited administrative support, and high accountability expectations exacerbate difficulties in assessment implementation among novice teachers. These constraints not only compromise the effectiveness of classroom assessments but also negatively impact novice teachers' confidence, professional development, and engagement in reflective teaching practices (Mat Salleh et al., 2022).

Despite numerous studies investigating assessment and teaching practices, there remains a notable gap in the literature. Specifically, limited research has examined the lived experiences of novice teachers implementing classroom assessment within the Malaysian primary school context, taking into account the socio-cultural, policy, and institutional factors that shape their practices. Most existing studies focus on general pedagogical issues or experienced teachers, neglecting the unique challenges faced by novice teachers who are still adapting to school culture, curriculum requirements, and professional expectations. Moreover, empirical evidence linking novice teachers' assessment literacy with practical implementation and student learning outcomes is scarce in current social science debates.

Therefore, this study adopts a Systematic Literature Review (SLR) approach to critically synthesise contemporary research (2021–2025) on the challenges and strategies of novice teachers in classroom assessment. By systematically examining these studies, the research seeks to fill the existing gap by providing comprehensive insights into the professional practices of novice teachers, highlighting contextual factors influencing assessment, and offering evidence-based recommendations for educational policy, teacher training, and classroom practice in Malaysian primary schools.

Research Gap

Despite numerous studies on classroom assessment, there remains a lack of empirical research that specifically focuses on novice teachers in Malaysian primary schools, thereby creating a gap in understanding their unique challenges within local cultural, curricular, and institutional contexts. Furthermore, recent evidence linking novice teachers' assessment literacy with practical classroom implementation and student learning outcomes remains limited (Md-Ali et al., 2021; Kim & Lee, 2021), highlighting the need for more contemporary studies that reflect current educational practices (2021–2025).

In addition, although previous studies have discussed professional support mechanisms such as mentoring programmes, professional learning communities (PLCs), and digital tools, their effectiveness in enhancing novice teachers' assessment competence has not been sufficiently examined in depth (Tahir et al., 2021; Sanusi et al., 2025). Therefore, addressing these gaps is

essential to develop a more comprehensive understanding of novice teachers' challenges and strategies in classroom assessment, as well as to inform educational policy and strengthen professional development initiatives in primary school contexts (Mat Salleh et al., 2022).

Problem Statement

Classroom assessment is a fundamental component of primary education, serving not only to evaluate students' learning progress but also to inform instructional planning and enhance teaching quality (Md-Ali et al., 2021). However, novice teachers face considerable challenges in implementing effective, authentic, and student-centred assessment practices. These challenges include limited assessment literacy, inadequate pedagogical knowledge, lack of structured professional support, and contextual constraints such as workload pressures, time limitations, and adaptation to school culture (Kim & Lee, 2021; Tahir et al., 2021; Khan et al., 2025).

While previous studies have explored classroom assessment, most have focused on experienced teachers, secondary school contexts, or general pedagogical issues. There remains a lack of empirical research addressing the unique experiences of novice teachers in Malaysian primary schools, particularly in relation to how they apply assessment literacy in real classroom settings, manage assessment-related workload, and adapt practices to diverse student needs. Existing review studies also tend to provide broad overviews rather than a critical synthesis of challenges and support mechanisms specific to novice teachers.

Consequently, there is a need for a systematic literature review (SLR) that integrates empirical and review-based evidence from 2021 to 2025 to identify key challenges, coping strategies, and professional support mechanisms for novice teachers. Addressing this gap will provide valuable insights for professional development, policy formulation, and the enhancement of classroom assessment practices in primary education, thereby contributing to ongoing debates in education and social science research.

Research Questions

In a systematic literature review (SLR), the formulation of research questions is a fundamental and critical step that guides the entire process of data collection, screening, and analysis. Clear and well-focused research questions enable the literature to be mapped comprehensively, systematically, and in a structured manner (Kitchenham & Charters, 2007). This study adopts the PICO mnemonic approach, which consists of Population, Interest, and Context, a framework that is particularly suitable for developing research questions in education and social science research (Schlosser & Wendt, 2007).

In the context of this study, Population refers to novice teachers at the primary school level, Interest refers to the implementation of classroom assessment by these teachers, and Context refers to teaching and learning practices within primary schools in the Malaysian education system. Based on the PICO framework, this study is designed to address the following three main research questions:

1. What are the main challenges faced by novice teachers in implementing classroom assessment at the primary school level?
2. What approaches have been adopted by novice teachers to address issues in classroom assessment implementation as reported in previous studies?
3. What research gaps exist in the related field that can be proposed for improvement and future research directions?

Research Objectives

The first objective of this study is to identify the key challenges faced by novice teachers in implementing classroom assessment at the primary school level. The implementation of systematic and meaningful assessment requires a high level of assessment literacy; however, novice teachers often encounter constraints in terms of experience, pedagogical knowledge, and professional support. Goyer et al. (2022) reported that novice teachers experience difficulties in selecting appropriate assessment methods, interpreting students' learning outcomes, and effectively integrating assessment into daily teaching practices (Kim & Lee, 2021). These challenges are further exacerbated by administrative workload, limited instructional time, and insufficient specialised training in assessment during the pre-service phase.

The second objective of this study is to analyse the approaches adopted by novice teachers to address issues related to classroom assessment implementation. Several studies have identified that novice teachers attempt to cope with these challenges through various strategies, such as participation in professional learning communities (PLCs), collaboration with experienced teachers, and the adaptation of more flexible assessment formats (Cheah, 2019). The use of digital technologies has also been reported to assist teachers in recording and evaluating student learning more efficiently. However, the effectiveness of these strategies largely depends on the level of organisational support within schools and the availability of continuous professional development opportunities.

The third objective is to identify existing research gaps in the related field, particularly concerning the assessment practices of novice teachers in primary schools within the Malaysian education system. Most previous studies tend to focus on experienced teachers or examine teaching issues in general without specifically addressing classroom assessment practices among novice teachers (Md-Ali et al., 2021). This study has the potential to fill this gap by providing systematic findings that can inform the development of pre-service training policies as well as more comprehensive and contextually relevant professional development plans.

Based on the above discussion, this study aims to:

1. **Identify** the key challenges faced by novice teachers in implementing classroom assessment at the primary school level by synthesising evidence from existing empirical studies.
2. **Analyse** the approaches adopted by novice teachers in addressing challenges in classroom assessment implementation as reported in the literature.
3. **Examine** existing research gaps in the field in order to propose improvements and inform future research directions.

Significance of the Study

This study makes a significant contribution to both educational research and practice, particularly in advancing the understanding of classroom assessment implementation among novice teachers in primary schools. By synthesising recent empirical studies (2021–2025), the findings provide valuable insights into persistent challenges faced by novice teachers, including limited assessment literacy, insufficient pedagogical knowledge, workload constraints, and inadequate professional support.

The study offers practical implications for teacher training and professional development programmes, highlighting the importance of structured interventions such as focused training, mentorship, and the establishment of professional learning communities (PLCs) to enhance novice teachers' competence and confidence in classroom assessment. Additionally, the findings inform policy development by providing evidence-based recommendations for improving assessment practices, ensuring alignment with 21st-century educational expectations, and bridging gaps between research and practice in primary education.

From a theoretical perspective, this research contributes to current debates in educational research by linking novice teachers' assessment literacy with practical classroom outcomes, thereby extending existing literature on teacher effectiveness, professional development, and student learning. Furthermore, by identifying remaining research gaps, the study lays the groundwork for future investigations into the effectiveness of support strategies and the enhancement of assessment literacy in primary education contexts (Khan et al., 2025; Md-Ali et al., 2021; Kim & Lee, 2021).

Literature Review

Several previous studies have examined the challenges faced by novice teachers in implementing classroom assessment, particularly during the early stages of their careers. These challenges include low levels of assessment literacy, time constraints, and the absence of structured guidance from colleagues or school administrators (Kim & Lee, 2021). Novice teachers often lack confidence in planning and conducting formative assessments, especially when they have not received adequate training during their pre-service education (Tatik, 2024).

In the Malaysian context, the high burden of non-teaching tasks further contributes to the pressures experienced by novice teachers. This is supported by Ahamad et al. (2021), who found that novice teachers face various issues related to time management and uncertainty in implementing frequently changing assessment directives. In addition, technological constraints and unsupportive working environments hinder teachers' ability to apply assessment instruments holistically in the classroom (Tahir et al., 2021).

Furthermore, various approaches have been introduced and reported by novice teachers in addressing assessment-related challenges. Among these are the adaptation of assessment methods into more manageable forms, such as simplified rubrics, observation checklists, and practical assessment tools (Khan et al., 2025). Collaborative approaches with experienced teachers have also been identified as effective strategies in enhancing confidence and knowledge in classroom-based assessment practices (Kim & Lee, 2021). These studies

highlight that school community support, in-service training, and continuous reflection are crucial components in strengthening novice teachers' assessment practices.

However, the findings also indicate that several research gaps remain underexplored, particularly in relation to the influence of rural primary school contexts, the experiences of teachers from diverse subject backgrounds, and the impact of current educational policies on novice teachers' assessment practices (Yassin et al., 2020). Further research is therefore required to examine these aspects in greater depth in order to effectively support the professional development of novice teachers.

Methodology

This study employs a systematic literature review (SLR) approach, which enables a comprehensive, systematic, and transparent examination of previous research findings related to the implementation of classroom assessment by novice teachers at the primary school level. The SLR process is guided by the procedures proposed by Kitchenham and Charters (2007) and further strengthened by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework to ensure a rigorous process of literature identification, screening, analysis, and reporting.

A set of research questions was developed using the PICO framework (Population, Interest, Context), which facilitates a more focused and structured review process. In this study, the population refers to novice teachers, the interest focuses on the implementation of classroom assessment, and the context relates to primary education within both Malaysian and international education systems.

To ensure the inclusion of credible and high-quality sources, the literature search was conducted using two major databases, namely Scopus and Web of Science (WoS). The search process was carried out using an advanced search strategy that incorporated combinations of keywords such as "novice teacher*," "classroom assessment*," and "primary school*," utilising Boolean operators (AND, OR), phrase searching, and truncation techniques. The search was limited to studies published between 2019 and 2025 to ensure the inclusion of recent and relevant research.

A total of 1,514 articles were identified from Scopus and 118 articles from Web of Science. These articles underwent a multi-stage screening process, including title, abstract, and full-text review, based on predetermined inclusion and exclusion criteria. Following the screening process, a final set of 15 articles was selected for in-depth analysis. The analysis was conducted using a thematic approach, complemented by literature mapping techniques to identify patterns, trends, and research gaps within the existing body of literature.

Identification

The identification phase represents the initial stage of the systematic literature review (SLR), involving a systematic search for relevant studies using authoritative databases. To ensure the accuracy and reliability of the review, two major databases were utilised, namely Scopus and Web of Science (WoS). These databases were selected based on their strong reputation in indexing high-quality journals, extensive coverage in the field of education, and advanced search functionalities that enable precise and structured search strategies (Gusenbauer &

Haddaway, 2020; Martín-Martín et al., 2018). The selection of these databases is also consistent with recommendations from education researchers who emphasise the importance of indexing accuracy and quality in literature retrieval.

The search strategy was conducted using advanced search techniques, incorporating Boolean operators (AND, OR), truncation, and phrase searching. The combination of keywords used was as follows: (“novice teacher” OR “beginning teacher”) AND (“classroom assessment*” OR “formative assessment*”) AND (“primary school” OR “elementary education”). This strategy was developed based on the key concepts identified in the research questions and the PICO framework, encompassing the population (novice teachers), interest (classroom assessment), and context (primary education).

The search was limited to studies published between 2019 and 2025 to ensure the inclusion of recent and relevant literature. The initial search yielded a total of 1,514 articles from Scopus and 118 articles from Web of Science. The search process was conducted in May 2025 and included multiple search fields such as title, abstract, and keywords. As presented in Table 1, the findings indicate that Scopus generated a substantially higher number of articles compared to WoS, which is consistent with the findings of Gusenbauer and Haddaway (2020), who reported that Scopus offers broader coverage in education-related publications.

All identified articles from both databases were subsequently merged and imported into Mendeley reference management software for further screening and duplicate removal. These articles then proceeded to the next phase, namely screening, to ensure their relevance and alignment with the objectives of the study.

Table 1

Search Keywords

Database Search String	
Scopus (n = 1514)	TITLE-ABS-KEY (("assessment" OR "evaluation" OR "estimate" OR "appraisal") AND ("challenges" OR "objection" OR "threat" OR "protest") AND ("novice teacher" OR "new teacher") AND ("primary school"))
Web of Science (n = 118)	TS(("challenges" OR "objection" OR "threat" OR "protest") AND ("novice teacher" OR "early career teacher") AND ("assessment" OR "classroom evaluation" OR "student assessment") AND ("primary education" OR "elementary school"))

Screening

A total of 1,632 articles identified during the identification phase underwent the screening process. Screening refers to the stage in which inclusion and exclusion criteria are established and applied to select studies that are relevant to the objectives of this systematic literature review (SLR) (Shaffril et al., 2020). The first criterion was the year of publication, whereby only articles published within the most recent five-year period (2019–2025) were included. This timeframe selection was based on the principle of study maturity as outlined by Kraus et al. (2020), which suggests that research within this period demonstrates significant development in the field.

In addition, only journal articles indexed in Scopus and Web of Science and published in either Malay or English were included to ensure both quality and accessibility. Conceptual papers or

review articles without empirical findings were excluded, as the primary objective of this study is to identify evidence from empirical research rather than purely theoretical discussions.

Furthermore, only studies that specifically focused on novice teachers, the implementation of classroom assessment, and the context of primary education were considered. Articles that did not explicitly establish a link between novice teachers and classroom assessment practices were excluded. Following this process, 192 duplicate articles were removed, while 1,224 articles were excluded for not meeting the specified criteria. A total of 216 articles were retained for full-text screening, of which 15 final articles were selected for in-depth analysis in this study (see Table 2).

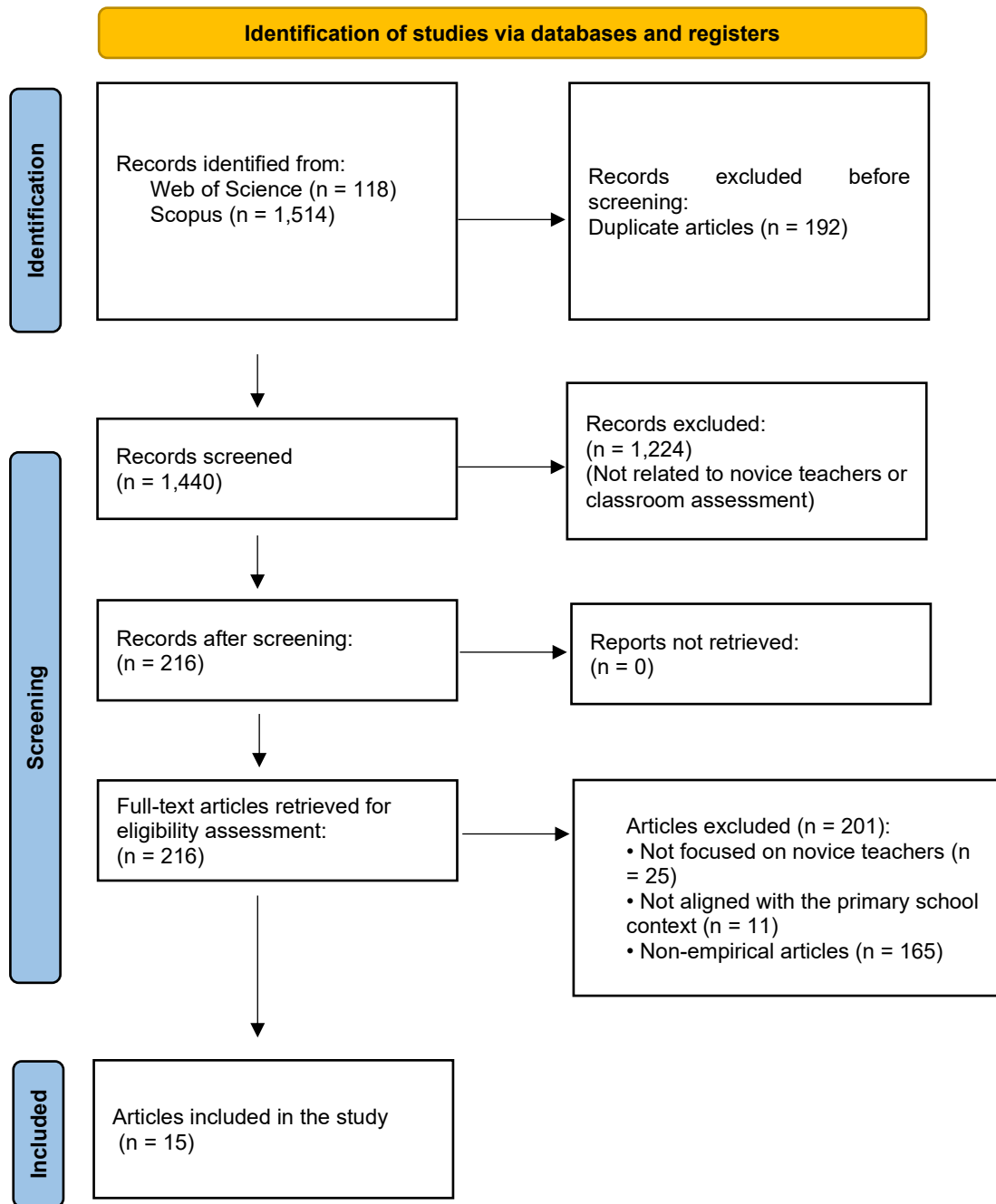
Table 2
Selection Criteria in the Search Process

Criteria	Inclusion	Exclusion
Publication Year	2019 to 2025	Before 2019 and after 2025
Type of Publication	Journal articles indexed in Scopus and Web of Science (WoS)	Non-journal publications (theses, conference proceedings, book chapters, theoretical reviews)
Language	Malay and English	Languages other than Malay and English
Type of Findings	Empirical studies	Theoretical or review articles without empirical data
Focus of Study	Novice teachers, classroom assessment implementation, primary school context	General education focus, experienced teachers, or studies not addressing assessment practices

Eligibility

Eligibility represents the second stage of this study following the screening process, with the aim of ensuring that the selected articles are fully aligned with the objectives of this Systematic Literature Review (SLR). This phase involved a detailed examination of the titles and abstracts of articles that had passed the initial screening stage. Articles that were deemed uncertain in terms of relevance but demonstrated potential were retained for further consideration and included in the full-text analysis phase. The evaluation also considered the alignment of each study with the research questions and the scope defined by the PICo framework. Therefore, only articles that directly addressed novice teachers, the implementation of classroom assessment, and the context of primary education were retained in the final selection.

During this process, a total of 200 articles were re-evaluated, of which 185 were excluded based on several criteria. These included studies that did not focus on novice teachers, those emphasising higher education or non-primary school contexts, studies with overly general findings, or those classified as scoping reviews without empirical data. As a result of the eligibility process, 15 articles were selected for inclusion in this study. These articles met all the predefined inclusion criteria and provided relevant and critical insights into the challenges and strategies of novice teachers in implementing classroom assessment at the primary school level.



Quality Assessment

The selected articles in this study underwent a quality assessment process to minimise bias and identify potential methodological limitations (Edward et al., 2019). Accordingly, two independent reviewers with expertise in the field of education were appointed to conduct the assessment. Given that this study employed a systematic literature review (SLR) approach encompassing various research designs, including quantitative, qualitative, and mixed methods studies, the reviewers utilised the Mixed Methods Appraisal Tool (MMAT) as recommended by Hong et al. (2018) to ensure transparency and consistency in the evaluation process.

The first step in the assessment involved evaluating each article based on two fundamental criteria: (1) whether the research questions were clearly stated and relevant to the implementation of classroom assessment by novice teachers, and (2) whether the data presented were adequate to address the research questions, particularly within the context of primary education in Malaysia. Only articles that satisfied both criteria were subjected to further evaluation according to their respective research designs.

Subsequently, the articles were assessed using five specific criteria tailored to the type of study design. Each article was rated using three response options: Yes, No, and Can't Tell. The reviewers were required to reach mutual agreement for each assessment. In cases of disagreement, a third reviewer was consulted to ensure an objective decision. Only articles that met at least three out of five criteria were considered to be of acceptable quality and were included in the final synthesis (see Table 4).

Based on this process, all 15 articles assessed met the minimum quality threshold and were included in this study. These articles demonstrated alignment in terms of context, research objectives, and methodological rigor with the focus of this study, namely the implementation of classroom assessment by novice teachers at the primary school level. This outcome was achieved through a rigorous evaluation process guided by the predefined MMAT criteria.

Table 4

Basic Criteria / Study	Youngjoon Kim et al., (2021)	Muhamad Furkan Mat Salleh et al., (2022)	Tatik Tatik et al., (2025)	Kenny S.L Cheah et al., (2019)	Ruzlan Md-Ali et al., (2021)
Are the research questions clearly stated?	Y	Y	Y	Y	Y
Do the data adequately address the research questions?	Y	Y	Y	Y	Y
QUALITATIVE CRITERIA					
Is the qualitative approach appropriate to answer the research question?	Y	Y	Y	Y	Y
Are the qualitative data collection methods adequate?	Y	Y	Y	Y	Y
Are the findings adequately derived from the data?	Y	Y	Y	Y	Y
Are the interpretations sufficiently supported by the data?	Y	Y	Y	Y	Y
Is there coherence between data sources, collection, analysis, and interpretation?	Y	Y	Y	Y	Y
Decision	ACCEPTED	ACCEPTED	ACCEPTED	ACCEPTED	ACCEPTED
Basic Criteria / Study	Prof Simon I HaY et al., (2024)	The Lancet et al., (2021)	Prof Manuela L Ferreira et al., (2021)	Norizan Abd Razak et al., (2020)	
Are the research questions clearly stated?	Y	Y	Y	Y	Y
Do the data adequately address the research questions?	Y	Y	Y	Y	Y
Is the sampling strategy relevant to the research question?	Y	C	Y	Y	Y

Is the sample representative of the population?	Y	Y	Y	Y
Are the measurements appropriate?	Y	Y	Y	Y
Is the risk of non-response bias low?	N	N	Y	Y
Is the statistical analysis appropriate?	Y	Y	Y	Y
Decision	ACCEPTED	ACCEPTED	ACCEPTED	ACCEPTED

Basic Criteria / Study	Mohd Nazri Abdul Rahman et al., (2020)	Noraini Idris et al., (2021)	Halimah Abd Halim et al., (2024)	Zulkipli Ghazali et al., (2023)	Rosnani Zakaria et al., (2020)	Najdah Sanusi et al., (2023)
Are the research questions clearly stated?	Y	Y	Y	Y	Y	Y
Do the data adequately address the research questions?	Y	Y	Y	Y	Y	Y
MIXED METHODS CRITERIA						
Is there a rationale for using mixed methods?	Y	Y	Y	Y	Y	Y
Are the different components effectively integrated?	Y	Y	Y	Y	Y	Y
Are the qualitative and quantitative results appropriately interpreted together?	Y	Y	Y	Y	Y	Y
Adakah perbezaan dan elemen tidak konsisten di antara hasil kuantitatif dan kualitatif	Y	Y	Y	Y	N	Y

ditangani dengan baik?						
Do the components adhere to quality criteria of each method?	Y	Y	Y	Y	Y	Y
Decision	ACCEPTED	ACCEPTED	ACCEPTED	ACCEPTED	ACCEPTED	ACCEPTED

Data Extraction and Analysis

The next stage involved the data extraction process from the articles that had undergone quality assessment. This process was carried out by two researchers, focusing specifically on the challenges faced by novice teachers in implementing classroom assessment at the primary school level. Data extraction was conducted through a comprehensive review of three key sections in each article, namely the abstract, findings, and discussion. Where necessary, other sections such as the methodology or background were also consulted if they contained relevant information. The extracted data were subsequently organised into a data extraction table to facilitate further analysis.

The data analysis in this study employed a thematic analysis approach, in line with the recommendations of Whittemore and Knafel (2005), which is considered an appropriate technique for qualitative synthesis in studies involving diverse research designs. In this process, relevant information from the selected articles was inductively grouped into key themes based on recurring patterns and similarities. The analysis resulted in the identification of three main themes: (1) challenges related to novice teachers' understanding and knowledge of assessment, (2) time constraints and workload, and (3) support strategies and professional collaboration.

All identified themes were subsequently validated by two experts, one specialising in systematic literature review (SLR) methodology and the other in educational assessment. Both experts agreed that the identified themes were appropriate and aligned with the research questions, thereby enhancing the validity and reliability of the study findings.

Table 5

Themes and Subthemes

Study (Article)	Design	Themes		
		Challenges in Novice Teachers' Understanding and Knowledge Assessment	Time Constraints and Workload	Support Strategies and Professional Collaboration
1	QL	/		
2	QL		/	
3	QL			/
4	QL	/		
5	QL		/	
6	QN		/	
7	QN			/
8	QN		/	
9	QN	/		
10	MX		/	
11	MX		/	
12	MX		/	
13	MX		/	
14	MX	/		
15	MX	/		

Findings*Background of the Selected Studies*

Before discussing the main findings, this section provides an overview of the background of the articles selected in this systematic literature review (SLR). Out of the 15 articles analysed, one article was published in 2019, two articles in 2020, two in 2021, two in 2022, four in 2023, and four in 2024. These articles were published in internationally indexed journals such as MDPI, SAGE, and Elsevier, as well as journals from Malaysian higher education institutions, including Universiti Utara Malaysia and Universiti Malaya.

In terms of research focus, all selected studies addressed issues related to challenges and practices in educational implementation, particularly within the domains of teaching, assessment, professional development, and educational management. Although not all studies explicitly focused on novice teachers, their findings and approaches remain relevant as they discuss key issues such as teachers' adaptation to instructional and assessment practices, professional support strategies, and capacity-building needs within the primary education context.

Therefore, the selected articles collectively contribute to a comprehensive understanding of the challenges and approaches associated with novice teachers in implementing classroom assessment, thereby supporting the achievement of the study's objectives.

Main Findings

One of the main themes identified in this systematic literature review (SLR) is the challenges faced by novice teachers in implementing classroom assessment. These challenges represent

a key issue as novice teachers attempt to align their teaching practices with the demands of current assessment systems. Many novice teachers experience confusion in implementing assessment, particularly in selecting appropriate instruments, interpreting students' learning data, and establishing clear performance criteria (Kim & Lee, 2021).

Although assessment guidelines have been developed by educational authorities, this confusion persists due to insufficient comprehensive training and the lack of systematic guidance from school administrators (Tahir et al., 2021). Novice teachers also encounter difficulties in adapting existing assessment materials to suit students' actual learning needs, as many of the available resources are generic and do not adequately account for differences in students' abilities (Khan et al., 2025).

In addition, there is an imbalance in assessment-related knowledge and skills among novice teachers, particularly among those with limited experience in managing classrooms with diverse levels of student achievement. This situation further complicates their ability to implement effective and meaningful assessment practices. Therefore, a structured approach in the form of targeted professional training and continuous mentoring is essential to support novice teachers in enhancing their classroom assessment practices (Mat Salleh et al., 2022).

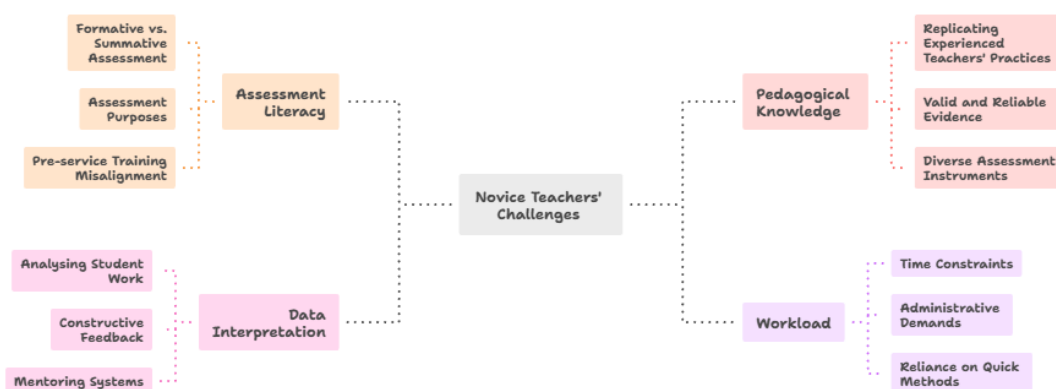
Challenges in Assessment Literacy and Pedagogical Knowledge among Novice Teachers

One of the key themes identified in this study is the challenge related to assessment literacy and pedagogical knowledge among novice teachers in implementing classroom assessment. Novice teachers often encounter difficulties in developing a comprehensive understanding of assessment concepts, including the distinction between formative and summative assessment, as well as the underlying purposes of assessment in the learning process. Kim (2021) explains that this confusion stems from the misalignment between pre-service training and actual classroom practices. In many cases, novice teachers tend to replicate the practices of experienced teachers without fully understanding the pedagogical rationale underpinning the assessment techniques used. This limits their ability to generate valid and reliable evidence of student learning (Arumugam et al., 2020).

In addition to limited assessment literacy, novice teachers also face challenges in interpreting student learning data and utilising it to inform instructional improvement. Khan et al. (2025) reported that many beginning teachers are not adequately exposed to strategies for analysing students' work and providing constructive feedback. This issue is further compounded by the absence of effective mentoring systems and limited opportunities for collaborative reflection with colleagues. Moreover, novice teachers often lack confidence in applying diverse assessment instruments, particularly those involving higher-order thinking skills and authentic assessment practices (Abd Halim et al., 2024).

Furthermore, heavy workload and administrative demands constrain novice teachers' capacity to plan and implement comprehensive assessment practices. Tahir et al. (2021) found that time constraints are a primary factor contributing to the ineffective implementation of structured assessment. As a result, novice teachers tend to rely on quick and convenient methods, such as written tests, rather than more meaningful approaches like activity-based or observational assessments, which are more appropriate in the primary school context. Therefore, continuous and contextually relevant professional support is essential to enhance novice teachers' assessment literacy and pedagogical competence.

Challenges in Assessment Literacy and Pedagogical Knowledge among Novice Teachers



Time Constraints and Workload

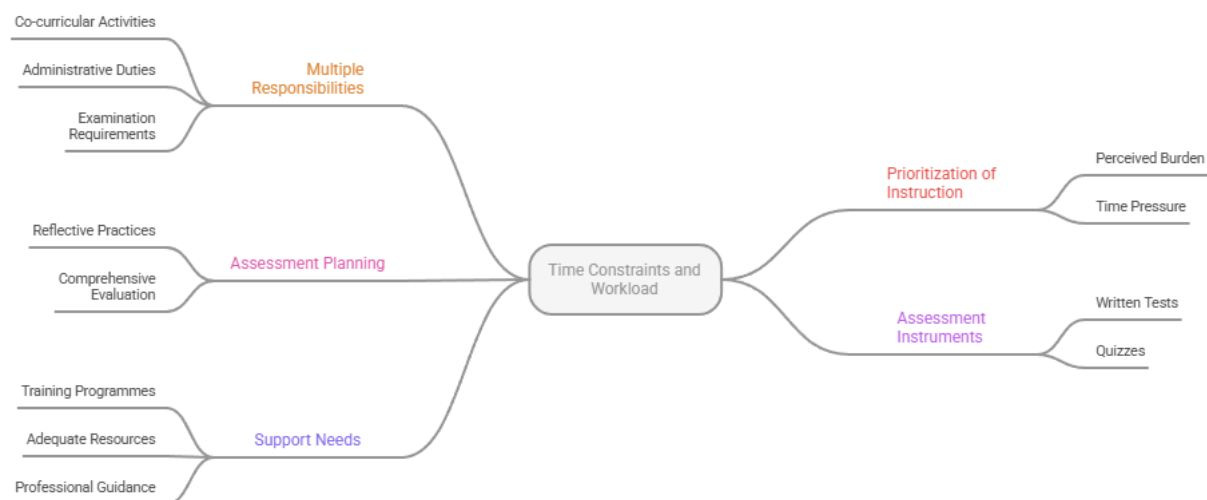
Another key challenge identified in this study is the issue of time constraints and workload faced by novice teachers in implementing classroom assessment. Novice teachers are often required to balance multiple responsibilities, including managing co-curricular activities, handling school administrative duties, and meeting examination requirements. These demands limit the time available for them to focus on comprehensive and meaningful assessment practices. Najdah et al. (2023) found that novice teachers tend to prioritise instructional delivery over assessment, as assessment is often perceived as an additional burden (Sanusi et al., 2025). Similarly, Kamarudin et al. (2020) reported that time pressure and workload significantly affect the quality of assessment, with many practices failing to accurately reflect students' actual learning progress.

In addition, Kanageswari et al. (2021) highlighted that insufficient time for effective assessment planning restricts novice teachers from engaging in reflective and comprehensive evaluation practices (Luhar et al., 2021). As a result, novice teachers often resort to simpler and more time-efficient instruments, such as written tests or quizzes, rather than adopting more complex assessment approaches that require careful planning and active student engagement. This tendency reduces the overall effectiveness of assessment, as it fails to capture the multidimensional aspects of student learning.

Therefore, this study emphasises the need for enhanced support for novice teachers in managing time and workload (Bärnighausen et al., 2023; Chattu, 2021). The provision of targeted training programmes focusing on assessment practices and classroom management, along with adequate resources and professional guidance, is crucial in enabling novice

teachers to implement assessment more effectively and efficiently. With sufficient support, novice teachers will be better equipped to carry out assessment practices that not only evaluate student achievement but also enhance teaching and learning processes in the classroom.

Time Constraints and Workload Challenges for Novice Teachers



Support Mechanisms and Professional Collaboration

The third main theme identified in this study is the role of support mechanisms and professional collaboration in assisting novice teachers to address challenges in the implementation of classroom assessment. One of the primary strategies involves collaboration with experienced teachers, which has been reported as a highly effective approach (Kamarudin et al., 2020). Novice teachers who receive guidance from more experienced colleagues are better able to adapt to diverse assessment practices and develop a clearer understanding of how to interpret students' learning data effectively (Arumugam et al., 2023). Such collaboration also provides opportunities for novice teachers to share experiences, discuss challenges, and receive constructive feedback, thereby enhancing their confidence in implementing classroom assessment.

In addition, participation in professional learning communities (PLCs) is recognised as a critical support mechanism. According to Najdah et al. (2023), many schools actively encourage teachers to engage in PLCs, which serve as platforms for sharing best practices in teaching and assessment. Within these communities, novice teachers are able to exchange resources, discuss instructional strategies, and receive peer support and encouragement, which help them overcome uncertainties in classroom assessment. PLCs also facilitate collective reflection on assessment practices, enabling teachers to identify strengths and areas for improvement in their approaches (GBD, 2021).

Furthermore, the integration of digital technologies in assessment has emerged as an increasingly important support strategy among novice teachers. Kim (2021) highlights that digital assessment tools can enhance the efficiency and effectiveness of evaluation processes. These technologies enable teachers to obtain immediate feedback on students' progress, thereby allowing timely instructional adjustments. However, the effectiveness of such

technological integration is contingent upon the level of institutional support and the technological competence of novice teachers. Therefore, it is essential for schools to provide appropriate training and access to technological resources to ensure that novice teachers can fully utilise the potential of digital tools in classroom assessment.

Support Mechanisms and Professional Collaboration for Novice Teachers

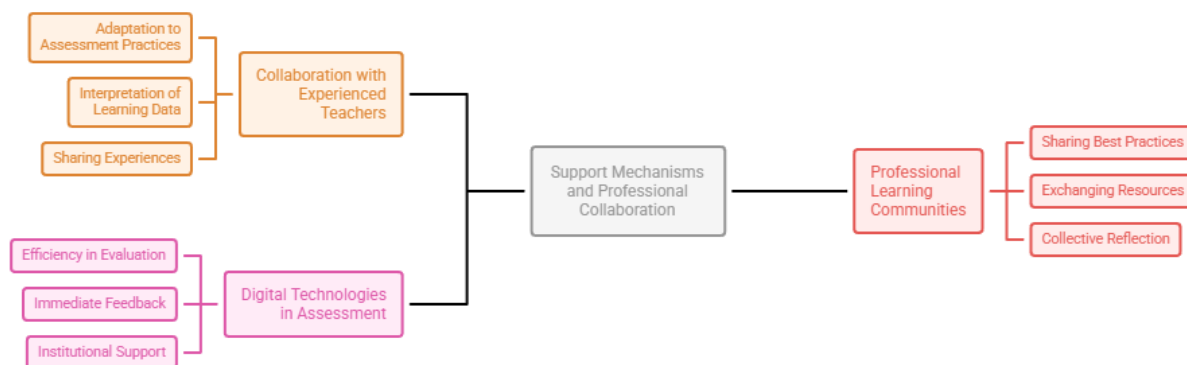


Table 6
Summary of Findings from the Systematic Literature Review

No	Study	Study Title	Research Objective	Methodology / Sample	Findings
1	Youngjoon Kim and Okseon Lee	Autoethnography of a Novice Teacher’s Assessment Literacy in Elementary Physical Education	To examine how a novice teacher (the author) develops assessment literacy in primary school physical education, and to explore the cultural, micropolitical, and sociological factors influencing its implementation.	An autoethnographic approach was employed, with the author serving as both the subject and object of the study over a four-year period. Data were collected through reflective records, personal journals, and physical education assessment-related artefacts, and analysed using structured narrative analysis and iterative processes. No additional sample was specified, as the study is self-	The findings indicate that the development of the novice teacher’s assessment literacy progressed chronologically through three stages: initially as assessment illiterate, followed by assessment literate, and finally as assessment aliterate, where the teacher understands theoretical aspects but is unable to apply them critically. Factors such as a complacent school culture,

				reflective in nature.	collective norms within the teaching community, and an overemphasis on the “how” rather than the “why” of assessment practices were found to influence the teacher’s development and implementation of assessment literacy, ultimately affecting professional practice in primary school physical education.
2	Syathroh, I. L., Musthafa, B., & Purnawarman , P.	Novice Chemistry Teachers’ Instructional Strategies in Teaching Mixed-Ability Classrooms	To investigate and understand the instructional strategies employed by Indonesian English teachers in managing mixed-ability classrooms, and to evaluate the effectiveness of these approaches in ensuring effective learning.	This study employed a qualitative approach, with data collected through interviews and observations. The sample consisted of English teachers teaching in secondary schools in Indonesia. Data were analysed thematically to provide in-depth insights into the strategies employed and the challenges encountered.	The study found that teachers employed various instructional strategies, including adapting materials, implementing needs-based group activities, and integrating technology to address students’ skill gaps. Additionally, adaptive and collaborative strategies were shown to enhance engagement among students

					in mixed-ability classrooms. The study recommends the provision of improved training and resources to support teachers in managing heterogeneous classes.
3	T. Tatik et al.	Exploring Factors Influencing Indonesian Novice Teachers' Achievement of Teacher Professional Standards during Induction	To understand and explore the factors influencing novice teachers' attainment of professional standards in Indonesia, including cultural aspects, leadership, assessment processes, and community influence within induction programmes.	This study employed a qualitative case study approach involving three primary schools in a city in Java, Indonesia. Data were collected through interviews, observations, official documents, and analysis of the experiences of teachers and mentors within the induction programme.	The findings indicate that multiple factors influence novice teachers' attainment of professional standards in Indonesia, including power dynamics between principals and mentors, collectivist cultural values, and conflicts in the implementation of assessment and mentoring practices. Community involvement and cultural norms also shape perceptions and support for novice teacher development. Additionally, systemic weaknesses and the lack of specialised training in standards-

					based assessment contribute to the challenges faced by novice teachers. Overall, the study emphasises that the success of induction programmes is strongly influenced by systemic, cultural, and interpersonal factors among all stakeholders involved.	
4	Kenny Cheah	S.L	Implementation of Environmental Education Program in NES	This study aims to explore and identify the unique strategies employed by Nature Education Schools (NES) in implementing Environmental Education Programmes (EEP), as well as to examine the benefits and challenges associated with their implementation . It also seeks to evaluate the role of management and leadership in ensuring the effectiveness of EEP.	This study employed a qualitative case study approach involving in-depth interviews with all staff directly involved in the NES organisation, including management personnel and facilitators at various levels. Data triangulation was conducted using field notes, on-site interviews, and online surveys to enhance the credibility of the data.	The findings indicate that NES successfully implemented the EEP through four main strategies: visionary planning involving collaboration with external experts and educational institutions; effective organisation encompassing human resources, tasks, content, processes, and natural resources; leadership that promotes sustainable use of environmental resources while contributing to

					<p>future programmes; and systematic monitoring supported by expertise in EEP. The study also emphasises that support and collaboration among multiple stakeholders, along with effective management, are essential for successful implementation . Key challenges include time constraints and limited teacher knowledge, which need to be addressed through continuous training and capacity-building to maximise programme impact and ensure environmental sustainability.</p>
5	<p>Md-Ali, R., Veloo, A., Shanmugam, S. K. S., Yusoff, Y. J., & Awang-Hashim, R.</p>	<p>The Issues and Challenges of Mathematics Teaching in Orang Asli Primary Schools</p>	<p>To explore teachers' perspectives on the issues and challenges in teaching and learning Mathematics in Orang Asli primary schools in Malaysia.</p>	<p>This study employed a qualitative approach, with data collected through interviews and focus group discussions involving teachers and school administrators. The sample consisted of 12</p>	<p>The findings highlight key challenges such as limited teaching resources, language barriers, low student engagement, and socio-cultural factors. Teachers emphasised the need for</p>

				teachers from two Orang Asli primary schools in Sungai Siput, Perak.	targeted programmes and stronger community involvement to improve the mathematics achievement of Orang Asli students.
6	The Lancet	Global fertility in 204 countries and territories, 1950–2021, with forecasts to 2100: a comprehensive demographic analysis for the Global Burden of Disease Study 2021	The primary objective of this study is to assess and project global fertility rates across 204 countries and territories from 1950 to 2021, and to forecast future trends up to 2100. The study also aims to examine the key drivers of fertility and their implications for age structure changes and global demographic challenges.	The study employed a forecasting model incorporating four key covariates influencing fertility: female educational attainment, met need for contraception, population density in habitable areas, and under-five mortality rates. Unlike previous UN models that relied primarily on temporal trends, this model integrates causal determinants of fertility. The data sources included birth histories, census data, and vital registration records, with adjustments made to address data limitations and quality issues, particularly in regions such as sub-Saharan Africa where	The findings indicate a significant decline in global total fertility rates (TFR) since the mid-20th century, with lower rates observed in high-income countries and higher rates in low-income regions, particularly in sub-Saharan Africa. Projections suggest that by 2100, the majority of global births will occur in low-income countries, accounting for more than half of total births worldwide. This shift is expected to create imbalances in age structure, leading to economic and healthcare challenges, including increased ageing

				<p>birth registration systems are incomplete. The model also accounts for data uncertainty and quality constraints, which may affect the accuracy of long-term fertility projections up to 2100.</p>	<p>populations and a reduced workforce. Key determinants of fertility include female educational attainment and access to effective contraception. The model underscores the need for data-driven policies and targeted strategies to address future demographic challenges.</p>
7	<p>T W Bärnighausen, G T Culbreth, L M Haile, J D Steinmetz, et al.,</p>	<p>Global, regional, dan national burden of low back pain</p>	<p>The aim of this study is to estimate the global, regional, and national burden of low back pain, including its risk factors, public health impact, and implications for healthcare systems worldwide.</p>	<p>The study utilised secondary data obtained from multiple public and licensed data sources across various countries. It involved statistical analysis of epidemiological data and disease burden estimates, including disability and mortality associated with low back pain. The involvement of numerous authors and institutions worldwide indicates that this study represents a large-scale meta-analysis or global burden of disease assessment</p>	<p>The findings indicate that low back pain represents a significant global burden, contributing substantially to disability and loss of functional capacity worldwide. It remains one of the leading health issues with considerable economic and social impacts. The data also reveal variations in burden across geographical regions and specific risk factors, highlighting the need for improved management</p>

				drawing on diverse data sources.	and preventive strategies.
8	Amr Abdullatif Yassin, Norizan Abdul Razak, Yousef A. M. Qasem, Murad Abdu Saeed Mohammed	Intercultural Learning Challenges Affecting International Students in Malaysian Higher Education Institutions	To investigate intercultural learning challenges affecting the sustainability of international students' learning in Malaysian higher education institutions, and to develop a related measurement model.	This study employed a quantitative approach using a cross-sectional survey design. Data were collected from 273 international students enrolled in Malaysian higher education institutions through questionnaires. Data analysis was conducted using variance-based structural equation modelling (PLS-SEM) to examine the relationship between intercultural learning challenges and the sustainability of students' learning in Malaysian HEIs.	The study found that intercultural learning challenges did not have a significant effect on the sustainability of international students' learning. Instead, language, academic, and research-related challenges were found to have a significant negative impact. While intercultural barriers can be mitigated through training and experience, other factors such as institutional support and teaching staff play a crucial role in influencing the sustainability of students' learning.
9	Prof S D Dharmaratne, L Doshmangir, M Ghafourifard, et al.,	Tracking Development Assistance for Health	The study aims to examine the flow of development assistance and funding for the health sector from various sources and	Specific details regarding the methodology and sample are not explicitly provided in the available excerpts. However, the	The study highlights that global health financing varies significantly, with many countries requiring additional

			countries, and to analyse the effectiveness and sustainability of such funding at the global level. This is reflected in its emphasis on health financing and development assistance within broader global health contexts.	study likely utilises secondary data from various international sources on health financing, analysed using statistical and health economics methods.	resources to meet healthcare needs, particularly in the context of the COVID-19 pandemic. It also emphasises limitations in financing data, which hinder comprehensive and accurate assessments. Furthermore, the study underscores the need for long-term investment in public health development, particularly in pandemic preparedness and the reduction of health inequalities.
10	Khan et al.	Investigating the Contextual Factors Affecting the Implementation of School-Based Assessment (SBA) in Malaysian Secondary Schools	The primary objective of the study is to examine the macro- and micro-level factors influencing the implementation of School-Based Assessment (SBA), including its challenges and opportunities, as well as its impact on teaching and learning practices in Malaysian	This study employed a mixed-methods approach involving document analysis, semi-structured interviews, and questionnaires. The sample comprised teachers, school administrators, and Ministry of Education officials from several states in Malaysia, including 124 teachers who participated in	The findings indicate that the implementation of School-Based Assessment (SBA) offers opportunities to enhance communication skills and higher-order thinking. However, it faces challenges such as insufficient teacher training, limited resources, and a cultural emphasis on examination outcomes. The

			secondary schools.	the survey and several individuals interviewed from diverse backgrounds and experiences.	study also found that the overall impact of SBA implementation remains limited due to contextual factors and negative perceptions among stakeholders, highlighting the need for stronger support strategies and professional collaboration.
11	Salmabanu Luhar et al.	Review on Performance Evaluation of Autonomous Healing	The primary objective of this study is to review and evaluate the performance of geopolymer materials with autonomous self-healing capabilities, and to understand the mechanisms and effectiveness of the healing process in geopolymer composites, with the aim of enhancing structural sustainability and durability while reducing maintenance costs and damage.	This study is a literature review that synthesises previous research on geopolymer materials, self-healing mechanisms, and their performance in both laboratory studies and real-world applications. No direct sample or experiment was conducted; instead, the study analyses data and findings from existing research.	The study indicates that geopolymer materials have strong potential as environmentally friendly and durable structural materials, with autonomous self-healing technology effectively repairing cracks and enhancing structural integrity. The use of fibre-reinforced geopolymer composites further improves flexibility, durability, and healing capacity. Additionally, geopolymer-based materials

					have been shown to reduce environmental impact compared to traditional Ordinary Portland Cement (OPC), making them a more sustainable alternative. However, key challenges include high production costs and a lack of standardisation, highlighting the need for further research to strengthen their application and effectiveness in the construction industry.
12	Halimah Abd Halim, Mohd Isa Hamzah, dan Hafizhah Zulkifli	A systematic review on the formative assessment practice in teaching and learning in secondary schools	The study aims to examine formative assessment practices in teaching and learning at the secondary school level, and to understand their concepts, strategies, and impacts on student development through a systematic literature review.	The study employed a Systematic Literature Review (SLR) approach using the PRISMA methodology, involving searches in two major databases, Web of Science and Scopus. A total of 19 articles published between 2017 and 2021 were selected based on predefined criteria. Thematic analysis was used to synthesise findings from the selected studies.	The findings indicate that formative assessment practices are diverse and involve strategies that integrate the roles of teachers, students, and peers to promote meaningful learning and enhance both academic and personal development. However, the study also found that the

					understanding and implementation of formative assessment remain challenging, particularly in terms of conceptual clarity and effective application by teachers.
13	Pathman Arumugam, Tengku Alina Tengku Ismail, Aziah Daud, Kamarul Imran Musa, Noor Aman A. Hamid, Shaiful Bahari Ismail, Zakiah Mohd Said.	Treatment-Seeking Behavior Among Male Civil Servants in Northeastern Malaysia	The study aims to determine the prevalence of inappropriate treatment-seeking behaviour (TSB) among male civil servants in northeastern Malaysia and to explore in depth the experiences and factors influencing such behaviour. Using a mixed-methods approach, the study not only measures the extent of this behaviour but also examines contributing factors, including health literacy, perceptions of disease risk, preference for alternative treatments, and the influence of family and cultural factors. The study seeks	The study employed a mixed-methods approach to provide a comprehensive understanding of treatment-seeking behaviour among male civil servants. The quantitative component involved 381 male participants from various government agencies selected through simple random sampling, while the qualitative component included 42 participants who took part in focus group discussions (FGDs), selected based on data saturation after six sessions. This approach enabled the study to obtain both statistical data on the prevalence of	The findings indicate that a substantial proportion of male civil servants in northeastern Malaysia exhibit inappropriate treatment-seeking behaviour, influenced by factors such as health literacy levels, treatment-seeking patterns, preference for alternative treatments, perceptions of disease severity, self-medication practices, and the influence of family and community. The study provides new evidence on male treatment-seeking behaviour in the region, which can inform

			to provide a comprehensive understanding of male treatment-seeking behaviour and to inform improvements in health policies and services to enhance men's health management in the region.	inappropriate behaviour and in-depth insights into the experiences and factors influencing such behaviour.	policy improvements and strengthen the implementation of men's health services nationwide, ultimately contributing to better health outcomes and well-being among Malaysian men.
14	Najdah Sanusi	Challenges, Opportunities, and Effects of Alternative Assessment Approaches in Teaching.	The study aims to analyse and understand the challenges faced by teachers in implementing alternative assessment, the opportunities offered by this approach, and its impact on teaching and learning practices. It also seeks to synthesise and integrate findings from relevant literature to provide a comprehensive overview of the topic.	This study is a Systematic Literature Review (SLR) that examines 14 articles published between 2019 and 2023. Article selection was conducted using quality appraisal tools, focusing on high-quality studies involving diverse research designs, including both qualitative and quantitative approaches.	The study identifies three main themes related to alternative assessment: implementation challenges, including time constraints, limited teacher knowledge and training, and insufficient resources; opportunities for teachers to adopt more diverse and holistic assessment approaches that enhance student motivation and engagement; and positive impacts on teaching practices, where alternative assessment fosters teachers' creativity, critical thinking,

					and instructional innovation. Additionally, the study emphasises the importance of continuous professional training and sustained support to improve the effectiveness of implementation, thereby enhancing learning processes and student development.
15	Lokman Mohd Tahir, Narina A. Samah, Mohd Hilmi Hamzah, Abdul Halim Abdullah, Mohd Fadzli Ali, and Sanitah Mohd Yusof.	Initial Challenges and Possible Useful Countering Strategies: Perspectives From Malaysian Novice Principals	The study aims to explore the challenges faced by novice school principals in Malaysia during their initial years of leadership and to identify the strategies they employ to address these challenges.	This study employed a mixed-methods approach, where quantitative data were collected through questionnaires involving 168 novice school principals, while qualitative data were obtained through in-depth interviews with 11 purposively selected novice principals. This approach enabled a comprehensive understanding of the challenges faced and the strategies employed, by integrating statistical findings with in-depth	The findings indicate that novice school principals face key challenges such as managing the legacy of previous leadership and coping with heavy workloads, requiring them to adapt to existing leadership practices while handling diverse responsibilities. To address these challenges, they employ strategies such as conducting initial meetings with teachers to build relationships

				experiential insights.	and mutual understanding, involving parents in school activities to gain community support, and sharing leadership practices with colleagues to strengthen leadership capacity and enhance their professional image within the school community.
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Discussion of Findings

One of the key themes identified in this systematic literature review (SLR) is the challenge related to novice teachers' understanding and knowledge of classroom assessment. The findings indicate that most novice teachers encounter difficulties in comprehending and implementing effective assessment practices, particularly in selecting appropriate instruments and analysing students' learning data (Kim, 2021; Kamarudin et al., 2020; Najdah et al., 2023). Although assessment is recognised as a crucial tool for enhancing teaching quality, novice teachers often rely on their limited personal understanding when adapting assessment approaches (Kanageswari et al., 2021). As a result, assessment practices tend to be short-term, fragmented, and insufficient in accurately reflecting students' overall learning development.

Previous studies have also demonstrated that the lack of specialised training and structured guidance in assessment leads novice teachers to adopt simplified or convenient assessment methods (Mat Salleh, 2022). This practice may compromise the validity and reliability of assessment, ultimately affecting the quality of teaching and learning. For instance, studies by Najdah et al. (2023) and Kim (2021) emphasise that despite the availability of clear assessment guidelines, novice teachers often fail to fully grasp the underlying purposes of assessment, resulting in the use of methods that are not aligned with students' learning needs (Sanusi et al., 2025).

However, the findings also suggest that engagement in professional collaboration and participation in professional learning communities (PLCs) can serve as effective mechanisms to address these challenges. According to Kamarudin et al. (2020), such collaborative practices enable novice teachers to receive constructive feedback and improve their assessment practices. Therefore, although the literature highlights substantial challenges faced by novice teachers in classroom assessment, continuous professional support and

collegial collaboration play a critical role in enhancing their assessment competence and effectiveness.

Research Recommendations

Based on the focus of this study, *Challenges Faced by Novice Teachers in Classroom Assessment at the Primary School Level: A Systematic Literature Review*, several research recommendations are proposed, encompassing empirical, policy, practical, conceptual, methodological, and theoretical dimensions.

From an empirical perspective, future research should involve field-based studies with novice teachers to identify the actual challenges encountered in implementing classroom assessment. Such studies would provide context-specific and evidence-based insights into real classroom practices. In terms of policy, further research is needed to examine existing educational policies governing assessment practices in primary schools, with the aim of identifying gaps and proposing improvements to enhance their effectiveness and alignment with current educational needs.

From a practical standpoint, future studies should explore and recommend effective support mechanisms, such as mentorship from experienced teachers, the integration of digital technologies in assessment, and continuous professional development programmes to address the identified challenges. Conceptually, there is a need to develop and refine theoretical frameworks that link novice teachers' understanding and assessment literacy with the effectiveness of classroom assessment practices.

Methodologically, future research is encouraged to adopt mixed-methods approaches, combining both qualitative and quantitative techniques to provide a more comprehensive understanding of the challenges faced by novice teachers. Finally, from a theoretical perspective, future studies should draw upon established educational and assessment theories to examine the alignment between assessment practices and the primary school educational context.

Collectively, these recommendations are expected to contribute to a deeper understanding of the issues surrounding classroom assessment among novice teachers and to provide actionable insights for improving educational practices and policies within the Malaysian education system.

Conclusion

This study aimed to examine the challenges faced by novice teachers in implementing classroom assessment at the primary school level through a systematic literature review (SLR) approach. The introduction highlighted the importance of assessment as a key instrument for evaluating students' learning progress, as well as the role of novice teachers in ensuring its effective implementation. However, the findings reveal that novice teachers encounter significant challenges, particularly in terms of limited understanding of assessment concepts and time constraints, which hinder their ability to implement comprehensive and meaningful assessment practices.

In addressing these issues, the study also acknowledges several limitations. These include the limited number of studies that specifically focus on the challenges faced by novice teachers within the Malaysian educational context, particularly in relation to classroom assessment. Furthermore, there is a lack of research that integrates assessment practices with relevant professional learning among novice teachers. As such, while this study provides valuable insights, it is constrained by the availability of in-depth empirical data from a broader range of sources.

The synthesis of findings indicates that novice teachers frequently experience confusion in selecting and implementing appropriate assessment instruments, especially when they lack sufficient training. In addition, heavy workload and time constraints remain key factors that limit the effectiveness of assessment implementation. The study also highlights the importance of support strategies, such as professional collaboration and the integration of digital technologies, in enhancing assessment practices among novice teachers.

This study contributes by providing a clearer understanding of the challenges faced by novice teachers in classroom assessment contexts. It also offers recommendations for stakeholders to strengthen support systems through more structured professional training and mentoring. Moreover, the findings can inform policymakers in developing more effective policies to enhance teaching and assessment practices at the primary school level.

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