

Navigating the Complexities: Key Challenges Faced by School Principals in Managing Teaching Practicums

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Abstract



This research investigated the challenges faced by school principals during the teaching practicum at the University of Education Attock Campus. Using a qualitative descriptive phenomenological design within an interpretive paradigm, the study employed a census sampling strategy involving school principals. Data was collected through self-developed semi-structured interviews, validated by expert evaluations and a pilot study. Thematic analysis rigor was ensured by establishing inter-coder reliability. The study was geographically focused on the University of Education Attock Campus. The research was grounded in a constructivist perspective, addressing challenges faced by school principals and offering insights for improving teacher preparation programs. Thematic analysis revealed key challenges in managing and supporting the practicum, including prospective teachers' lack of subject matter expertise, dependence on traditional methods, irregular attendance, transportation issues, limited student engagement, and classroom management difficulties. Additional challenges involved communication, infrastructure, cooperating teachers' attitudes, and the relationship between prospective teachers and students, which affected the practicum's effectiveness. Improved behavior, engagement, and learning environments were achieved through strategic efforts. School principals recommended better scheduling, innovative teacher training, and earlier practicum start dates for optimal integration. A multifaceted approach involving preparation, principal involvement, and continuous adaptation enhances practicum success. Ongoing professional development, modern teaching methods, and logistical support could reshape teacher training policies by fostering continuous improvement. Strengthening communication and improving infrastructure would create a more structured, supportive environment for prospective educators.

Keywords: Teaching Practicum, Practicum Challenges, Qualitative Research, School Principal, Teacher Education Programs

Introduction

Teaching practice, commonly known as student teaching or practicum, is a critical component in the preparation of future educators, offering practical experience in classroom settings under the guidance of school administrators and mentors. The success of this phase depends largely on the collaboration between prospective teachers and the key roles played by school principals, supervisors, and cooperating teachers. Identifying the challenges encountered by school principals in administering teaching practicums is essential for refining teacher training programs and improving overall educational quality. Teacher preparation programs form the foundation for equipping prospective teachers with the necessary skills and competencies to become effective educators (Kabilan et al., 2020). High-quality administration of the practicum not only strengthens new teachers' knowledge and abilities but also contributes to their retention in the profession (Kosnik & Beck, 2009). The role of school principals in facilitating an optimal learning environment during the practicum goes beyond simply overseeing the transmission of knowledge. It requires creating supportive learning environments through effective communication and managing logistical challenges. The practical implementation of teaching practice involves engaging prospective teachers in real classroom scenarios, under the administration of school principals who face unique challenges in managing these environments. Recent academic studies (Grossman & McDonald, 2008; Reid, 2011) emphasize the

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growing complexities involved in teaching practicums and highlight the need to address the challenges school principals face in bridging the gap between theoretical training and classroom realities. Given the demanding nature of administering practicums, school principals play a vital role in shaping successful teaching experiences. They are responsible for ensuring that prospective teachers receive the necessary support and guidance. Recent research (Grossman & McDonald, 2008) points to the increasing pressure on school principals to manage the challenging aspects of the practicum, and underscores the importance of addressing the specific difficulties they encounter in aligning theoretical goals with practical classroom realities. Insufficient administrative support can undermine the effectiveness of practicum management, and the associated stress can negatively affect both school principals and prospective teachers. To enhance the overall quality of the practicum experience, it is essential to address the challenges school principals face in administering teaching practicums. This highlights the need for a comprehensive framework that integrates the insights of school principals, ensuring a more organized and supportive environment for the effective management of teaching practicums. The significance of this study lies in examining the challenges faced by school principals in administering teaching practicums, providing essential insights into creating a more supportive learning environment. This research not only identifies current obstacles but also proposes a framework for improving the practicum process by offering practical solutions to enhance the overall quality of teaching practice. The findings have the potential to inform policy-making and improve the administration of the teaching practicum at the University of Education, Attock Campus, contributing to the broader objective of raising educational standards. These insights are particularly valuable for refining the B.Ed. practicum at the University of Education. The study's delimitations focus on the challenges faced by school principals in administering teaching practicums. It was geographically confined to the University of Education Attock Campus, with data collected exclusively from school principals through interviews, specifically related to the B.Ed Hons 4-year teacher education program.

Problem Statement

In the administration of teaching practicums, school principals face significant challenges that can hinder the effectiveness of the practicum and impact the readiness and confidence of all stakeholders involved. Research has shown that teacher education programs often fall short of adequately preparing pre-service teachers (PTs) for real classroom environments (Stuart & Thurlow, 2000). New teachers frequently encounter difficulties such as maintaining classroom discipline (Veenman, 1984), inadequate infrastructure, underutilized resources, and unprofessional support from school administration (Mahmood & Iqbal, 2018), leading to frustration and disengagement. As the practicum is a key component of teacher development, addressing the challenges encountered by school principals in managing practicum activities is critical to improving its quality (Mutlu, 2015). School principals face additional complexities in ensuring adequate guidance, infrastructure, and administrative support during the practicum, all of which affect the school environment and the practicum's success. Identifying and addressing these challenges is essential to improving teacher education programs, reducing stress and burnout, and enhancing the teaching skills and educational outcomes of future educators. Tackling these issues in the administration of teaching practicums is crucial for creating a more effective and supportive practicum experience.

Research Objectives

1. To explore challenges faced by school principals during the teaching practicum.
2. To develop a framework to enhance the quality of the teaching practicum experience.

Research Questions

Following were the research questions:

1. What are the challenges that school principals face in managing and supporting practicum experiences for prospective teachers, and how do these challenges impact the overall school environment?
2. What practical measures, alongside proposing a framework; can be implemented to enhance the quality of the teaching practicum experience?

Theoretical Framework

In the context of challenges encountered by school principals in the administration of teaching practicums, the theoretical framework draws on various educational approaches. The traditional teacher-centered approach, where the teacher is the primary source of knowledge, often relies on

textbooks and a rigid classroom structure (Hirst, 1971). In contrast, the humanistic approach emphasizes the learner’s potential, autonomy, and self-directed learning, focusing on social, emotional, and intellectual growth (Mukhalalati & Taylor, 2019). Behaviorism, another teacher-centered model, suggests that learning is shaped by external reinforcements like rewards and punishments through associations between stimuli and responses (Torre et al., 2006). The constructivist approach, however, aligns closely with the administration of teaching practicums, as it is learner-centered and emphasizes the active construction of knowledge. As Cook and Artino (2016) explain, learning is most effective when individuals actively engage with new material and relate it to prior knowledge. This study’s framework, grounded in constructivist theory, highlights the active involvement of school principals in facilitating knowledge construction and resolving the challenges faced in managing and supporting practicum activities. By contributing to the education knowledge base, the framework aims to collaboratively address and overcome these challenges.

Figure 1

The Research Study Conceptual Framework



Review of Related Literature

Teacher education institutes worldwide are committed to delivering quality education by training professionally qualified teachers through a combination of theoretical knowledge and practical training. Central to this training is the teaching practicum, which provides real classroom experience under the supervision of experienced mentors. The duration of practicums varies across institutions (Heikonen et al., 2017). Investment in education is vital for national development, and properly allocating resources helps align progress with societal values. However, prioritizing the quality of teachers over merely increasing their numbers is critical, requiring commitment and dedication. In many cultures, teachers are viewed not only as educators but also as moral guides, combining ethical teaching with academic content. The B.Ed. (Hons) four-year program strongly emphasizes school-based practicums to prepare future educators for professional teaching roles (Mubika & Bukaliya, 2013).

The teaching practicum is a key component of all teacher education programs, providing a period for prospective teachers to apply their newly acquired knowledge and test various teaching methods. Since teaching is particularly challenging for beginners, difficulties are expected (Jusoh, 2013). The term "teaching practicum" encompasses a range of experiences, such as internships, practice teaching, and student teaching (Shah et al., 2021). The practicum offers various learning opportunities that enable prospective teachers to develop their teaching strategies, understand student psychology, and apply theoretical concepts in real-world scenarios (Trent, 2018). These experiences help prospective teachers improve their instructional methods under the guidance of experienced mentors (Vo Pang & Lee, 2018).

In Pakistan, the introduction of four-year undergraduate teacher education programs shows that stakeholders are still adjusting to the coursework and practicum components introduced in the last decade (Shah et al., 2021). As noted by Jin, Parr, and Cooley (2020), teaching practice offers a range

of positive and negative experiences, affecting prospective teachers in psychological, social, and financial dimensions. These processes are often guided and evaluated by mentors (Zhu, Iglesia, & Wang, 2020). The teaching practicum is widely regarded as one of the most complex aspects of teacher education, given the challenges related to its duration, planning, and assessment (Abdullah et al., 2020). Sathappan and Gurusamy (2019) recommend strategies such as reflective journaling, regular reflections, and fostering positive attitudes toward the practicum to enhance teaching skills and subject knowledge. Mutlu (2014) suggests workshops and training sessions focused on effective teaching methods, classroom management, and assessment tools to support student teachers and school principals in managing the practicum. The University of Education Lahore (UE) plays a vital role in teacher training in Pakistan (Bashir et al., 2014). This study focuses on the teaching practicum within the B.Ed. Hons four-year program at UE's Attock campus. During the fifth semester, students participate in a four-week practicum, where they observe classroom activities and compile a portfolio of their experiences. In the seventh semester, students engage in a six-week practicum that involves more active teaching. Throughout the practicum, supervisors and head teachers provide continuous feedback and assess lesson planning, teaching performance, and classroom management (University of Education, n.d.). Annan-Brew and Arhin (2022) highlight that prospective teachers face several challenges during the practicum, including insufficient training, difficulties in managing classroom discipline, and assessing student work. Addressing these issues requires the support of school principals (Mutlu, 2014; Shah et al., 2021). Time management has emerged as a critical factor in the teaching process globally (Ayeeni, 2020). Schools often struggle with time-wasting activities that disrupt schedules, leading to poor academic outcomes (Jez & Wassmer, 2015). These time inefficiencies frustrate both teachers and school leaders, making effective time management strategies essential for principals (Goldring et al., 2019). Extra classes can help teachers and students recover missed material and enhance overall performance (Ntuli, 2018; Meroni et al., 2018).

A study conducted at Salahaddin University identified challenges faced by fourth-year students during their practicum, including limited administrative support, teaching aids, and teaching experience. Low English proficiency among student-teachers worsened educational inefficiencies (Hamad, 2021). School principals also face difficulties due to unclear roles of prospective teachers, poor infrastructure, and limited academic resources, which negatively impact both the practicum and the school environment (Capello, 2020; Masadeh, 2017). Constructivism, as defined by Elliott et al. (2000), posits that humans actively construct their knowledge through their experiences. Scholars such as Piaget (1972), Bruner (1990), and Dewey (1998) emphasize that learners build upon prior experiences to form new understanding. In a constructivist classroom, the teacher becomes a facilitator, enabling students to construct their own understandings (Tam, 2000). This framework aligns with the active roles of school principals and student-teachers during the practicum, emphasizing collaborative learning and experience-based knowledge construction. Meegan et al. (2013) emphasize the need for well-structured practicum programs, strong school partnerships, and mentor engagement to improve the experience of pre-service teachers. Azeem (2011) identified challenges such as delays in school placements and inadequate supervision in South African schools and recommended continuous mentor training and better placement systems. Lu (2013) examined challenges faced by pre-service teachers in their interactions with cooperating teachers, highlighting the need for careful teacher selection and training. Mahmood and Iqbal (2018) identified similar challenges in Pakistan, including inadequate infrastructure and unprofessional behaviour, offering insights for school principals to improve practicum management.

Research Methodology

Research Paradigm/Research Design

The qualitative research method was employed to gather detailed insights into the challenges faced by school principals in the administration of teaching practicums. An interpretivist paradigm was adopted, based on the understanding that reality is subjective, multifaceted, and socially constructed. This paradigm focuses on comprehending the experiences, challenges, and suggestions of the stakeholders involved in the practicum. It acknowledges that reality can differ depending on individual perspectives (Alharahsheh & Pius, 2020).

Descriptive phenomenology, derived from the philosophical work of Husserl, particularly his idea of transcendental phenomenology, informed this study (Moustakas, 1994; Lopez & Willis, 2004; Giorgi, 2010). This approach aimed to explore the lived experiences of school principals and to

organize the data meaningfully (Sundler, Lindberg, Nilsson, & Palmer, 2019). A descriptive qualitative phenomenological design was adopted for this research.

Population

The population of this study comprised 11 school principals responsible for overseeing prospective teachers' teaching practicums.

Sample

This study employed census sampling, which is particularly effective when the population size is small and manageable. Census sampling involves including every individual from the entire population, ensuring full representation without leaving out any subgroup of interest. According to Hauser (1941), census sampling can provide a complete and unbiased view of the population by encompassing every relevant respondent, thus strengthening the reliability of the findings. In this study, the sample consisted of all 11 school principals, as they formed the entire population relevant to the research.

Instrument(s)

Semi-structured interviews were conducted with school principals individually. These interviews, designed with guiding questions, allowed flexibility in responses, facilitating an in-depth exploration of each participant's unique challenges, experiences, and perspectives. Interview guides were used to explore the challenges and perceptions of the school principals involved in the practicum. The in-depth interviews were essential for gaining a profound understanding of the school principals' experiences and contextual realities, providing rich qualitative data for future enhancements in the practicum's administration.

Procedure (Validity, Pilot Testing & Reliability)

Content and Face Validity

The research instruments underwent evaluation by four experts to ensure content validity. Their input helped enhance the relevance and appropriateness of the interview guides in addressing the challenges faced by school principals in the administration of teaching practicums.

Pilot Study

A pilot study was conducted with two school principals to test the effectiveness of the interview formats. The feedback gathered from these participants helped refine the questions and procedures, ensuring clarity and that the instruments could elicit the necessary information.

Reliability

To ensure the reliability of the data collection methods, inter-coder reliability was established. Two researchers worked together to agree on common themes and verify coding uniformity. This collaborative effort ensured that the analysis was consistent and that the interpretations of the data were reliable and replicable. This approach reflects the study's commitment to precision and rigor, providing actionable findings that could improve the administration of teaching practicums.

Data Collection

The data collection phase involved semi-structured interviews designed to explore school principals' challenges in administering the teaching practicum. Each interview, lasting 30-35 minutes, was conducted in English, recorded, transcribed, and coded anonymously. The interviews allowed for flexibility, encouraging in-depth discussions about the challenges and successes in the practicum's administration. Confidentiality was maintained by coding transcripts anonymously, protecting participants' identities while ensuring the detailed analysis of their responses. The data collection was conducted over a month, with the researcher personally engaging with each participant to ensure clarity and depth of the insights gathered.

Data Analysis

Thematic analysis, as outlined by Braun and Clarke (2012), was employed to analyze the data. This involved familiarizing oneself with the data, generating initial codes, identifying themes, refining these themes, and finally writing the research report. To ensure trustworthiness in the analysis, Guba and Lincoln's (1989) criteria of credibility, transferability, dependability, and confirmability were followed. Credibility was ensured through the accurate representation of participants' views, with extensive quotations and member checks. Transferability was achieved by providing a detailed description of the research context, allowing readers to assess its relevance to other settings. Dependability was maintained by creating a detailed audit trail, enabling replication. Confirmability, achieved through reflexivity and external audits, ensured that the findings were unbiased and

confirmed by the participants. As per Guba and Lincoln (1989), confirmability is established when credibility, transferability, and dependability are fulfilled. An external audit further strengthened confirmability, along with participant feedback on the research findings and interpretations.

Ethical Consideration

Ethical principles, including safeguarding participants' dignity and ensuring the accurate reporting of findings, were strictly followed. To maintain confidentiality, participants were assigned symbols such as School Principal (SP) (Luchembe, 2021). These procedures were implemented in this research as part of the ethical considerations.

Data Analysis of Semi-Structured Interviews of School Principals

Question 1: In your role as a school Principal, what challenges have you confronted in managing and supporting practicum experiences for prospective teachers?

Theme: Challenges in Managing and Supporting Practicum

School principals face various challenges in administering practicum experiences, including prospective teachers' inadequate subject matter command, reliance on traditional methods, and difficulties with classroom management, confidence, and motivation. Logistical issues, such as irregular attendance, transportation difficulties, and adherence to dress code policies, further complicate the process. As one principal remarked, "Managing these issues requires balancing support and maintaining professional standards."

Question 2: How do these challenges impact the overall school environment, and are there specific areas that are more affected than others?

Theme: Challenges Impacting the Overall School Environment during the Teaching Practicum

The challenges encountered during the teaching practicum significantly impact the school environment, especially in areas such as teacher-student interactions, infrastructure, and communication. As one principal noted, "The behavior of prospective teachers and their interactions with students can create discomfort and disrupt the school routine." Despite these issues, there are positive effects, with one principal stating, "The practicum can inspire regular teachers to adopt new teaching trends and enhance their commitment."

Question 3: Can you describe any initiatives or strategies implemented to address challenges related to practicum experiences for both teachers and students?

Theme: Initiatives and Strategies for Addressing Challenges During the Teaching Practicum

School principals have implemented strategies such as fostering open communication with supervisors and prospective teachers, holding weekly meetings, and emphasizing feedback. One principal noted, "We share challenges directly with supervisors and discuss them with prospective teachers." Additional strategies include rotating classroom duties, monitoring progress, and enforcing policies like banning mobile phones. Providing subject-specific teaching opportunities and clear guidelines further enhances the practicum experience.

Question 4: How have these strategies benefitted you or prospective teachers?

Theme: Strategies Benefited During the Teaching Practicum

The implementation of strategies has improved cooperation among prospective teachers, particularly in their active participation in tasks like timetable creation. "The strategies have made some prospective teachers more cooperative," as one principal observed. Additionally, providing textbooks and using varied teaching methods has enhanced student engagement. Smaller groups of prospective teachers have also fostered better relationships, creating a more supportive environment for learning and growth.

Question 5: From your perspective, what improvements or changes could be made to better support the practicum?

Theme: Suggestions for Improvement and Changes in the Teaching Practicum

School principals recommend implementing a fixed dress code to maintain professionalism among prospective teachers. "One significant change is the implementation of a fixed dress code," as one principal mentioned. Additionally, establishing a structured timetable from the start and providing more behavioral training would enhance preparation. Principals also suggest subject assignments based on expertise, along with introducing pre- and post-internship programs for a more organized practicum experience.

Question 6: Is there anything else you would like to share regarding your experiences with practicum supervision/mentoring?

Theme: Suggestions to Enhance the Teaching Practicum Experience

School principals highlighted the need for training sessions to introduce new teaching methods, focusing on classroom management and activity-based learning. One principal noted, “The importance of classroom management strategies, lesson planning, and the use of new methods like reading summaries is essential.” School principals (SP) also emphasized the need for guidance and early preparation, suggesting that prospective teachers should arrive in April to prepare before summer vacation, with a focus on student engagement and integrating technology.

Findings Related to School Principals for Teaching Practicum Challenges

The study revealed important insights into the challenges encountered by school principals in the administration of teaching practicums. Key findings include:

1. The study found that school principals face challenges related to prospective teachers' pedagogical inadequacies, logistical issues such as timing and transportation, and resource limitations.
2. It was revealed that the behavior of prospective teachers and the attitudes of cooperating teachers have a significant impact on the school environment, sometimes leading to disruptions in school routines.
3. The study highlighted that inadequate room availability, internet access issues, and insufficient canteen services adversely affect the practicum experience.
4. Despite these challenges, the study showed that teaching practicums can lead to renewed commitment among regular teachers and increased adaptability to evolving educational trends.
5. The findings emphasized the importance of initiatives such as open communication, regular feedback sessions, improvements in classroom management, and subject-specific teaching opportunities for prospective teachers.
6. Enhanced cooperation from prospective teachers, better classroom engagement, and more effective teaching strategies were also observed as positive outcomes.
7. Recommendations from the study include implementing a fixed dress code, refining practicum timetables, providing pre- and post-internship programs, and focusing on structured mentorship and training to improve the practicum.
8. Lastly, the study highlighted the importance of training sessions on new teaching methods, providing resources for understanding university priorities, and recommending better timing for the commencement of the practicum to enhance its overall effectiveness.

Conclusions

School principals highlighted challenges related to outdated teaching methods and difficulties in managing classroom engagement and student interactions. To address these, they implemented strategies focused on improving communication, enhancing classroom management, and aligning teaching practices with prospective teachers' skills. Principals recommended structured timetabling and improved teacher training programs. Across all stakeholders, common themes emerged, including the need for better resource allocation, stronger communication, effective mentorship, and strategic planning. Emphasis was placed on adopting 21st-century teaching methods and ensuring proper teacher training and management systems. The laboratory school plays a crucial role as a bridge between theory and practice, offering an immersive environment where aspiring teachers can apply pedagogical theories and classroom techniques.

Discussion

What are the challenges that school principals face in managing and supporting practicum experiences for prospective teachers?

The research highlighted several critical challenges that school principals encounter in managing and supporting practicum experiences for prospective teachers. One of the primary challenges identified was prospective teachers' lack of subject matter expertise and their reliance on traditional teaching methods, which impede effective teaching and learning processes. This aligns with earlier studies, such as Azeem (2011), which found that prospective teachers often struggle to apply theoretical knowledge in practical classroom settings, leading to inefficiencies in their teaching practice. Another significant challenge noted by school principals was logistical, including issues related to timing, irregular attendance, and transportation difficulties. These logistical hurdles disrupted the smooth coordination of the practicum and contributed to a fragmented experience for

prospective teachers. This finding is consistent with the work of Mutlu (2014), who emphasized the importance of effective time management and logistical support in ensuring a successful practicum experience. The behavior of prospective teachers was also highlighted as a challenge. School principals noted that some prospective teachers demonstrated unprofessional behavior, including poor engagement with students and non-cooperation with school guidelines. This is supported by Luchembe (2021), who found that professional behavior and attitude play a crucial role in the success of practicum experiences. Addressing these behavioral issues is necessary to maintain a positive learning environment. Furthermore, infrastructure limitations, such as a lack of adequate classroom space, unreliable internet access, and insufficient facilities, were highlighted as barriers to an effective practicum. Similar findings were reported by Mahmood & Iqbal (2018), who observed that poor infrastructure can significantly hinder the teaching and learning experience during practicums. Overall, the challenges faced by school principals are multifaceted and impact the overall effectiveness of the teaching practicum. To overcome these issues, schools need better resource allocation, more robust logistical support, and improved training for prospective teachers to ensure they are well-prepared both pedagogically and professionally for their roles.

Recommendations

1. Assign experienced mentors to guide prospective teachers with personalized support and focus on addressing specific pedagogical and behavioral challenges through ongoing classroom observations and feedback.
2. Conduct scenario-based workshops to enhance classroom management skills, covering real-life situations, including student discipline, fostering engagement, and managing diversity effectively.
3. Equip prospective teachers with practical skills in using audio-visual tools, educational software, and interactive learning platforms to enhance teaching effectiveness and student participation.
4. Provide a structured orientation program to familiarize prospective teachers with school-specific rules, professional expectations, and essential skills like lesson planning and classroom organization.
5. Establish weekly feedback sessions with input from mentors, students, and peers to facilitate constructive self-assessment and continuous development of teaching practices.
6. Partner with transportation services or the university to ensure that prospective teachers have reliable commuting options, preventing disruptions to the practicum caused by transportation issues.
7. Set up laboratory schools where prospective teachers can practice under controlled conditions, applying theoretical knowledge and receiving hands-on experience before entering real classrooms.
8. Strengthen communication between all stakeholders, including school principals, cooperating teachers, and university supervisors, through regular meetings and an efficient system for addressing practicum-related issues in real time.
9. Organize focused workshops on professional ethics, covering topics like appropriate dress, communication standards, and respectful behavior to ensure that prospective teachers uphold a high standard of professionalism throughout the practicum.

Table 1: *Proposed Framework to Enhance Teaching Practicum Experience*

Area	Practical Measures	Responsible Stakeholders	Expected Outcome
Supervision & Mentorship	Assign trained mentors to prospective teachers. Implement structured mentorship programs.	School Principals, University Supervisors	Effective supervision, consistent feedback, and improved teaching performance.
Communication & Coordination	Establish weekly meetings and open feedback channels between school and university representatives.	School Staff, University Coordinators	Improved coordination and timely resolution of practicum challenges.
Lesson Planning & Preparation	Emphasize detailed lesson plans. Provide pre-practicum training on lesson planning and subject-specific guidance.	Prospective Teachers, University Mentors	More organized and effective teaching during practicum.

Timetable & Scheduling	Create structured timetables that include practicum and revision activities.	School Principals, University Supervisors	Efficient use of time and smoother practicum organization.
Classroom Management	Provide training sessions on classroom management and innovative discipline methods.	School Principals, Cooperating Teachers	Enhanced classroom control and a better learning environment.
Student Engagement	Encourage the use of innovative teaching methods (audio-visual aids, activity-based learning) and organize events like Environment Day.	Prospective Teachers, Cooperating Teachers	Improved student engagement and learning outcomes.
Infrastructure & Resources	Ensure the availability of teaching aids and improve infrastructure (e.g., classrooms, internet access).	School Principals, University Coordinators	Smooth operation of the practicum with fewer resource constraints.
Professionalism & Dress Code	Enforce a fixed dress code for prospective teachers. Provide moral and ethical training.	School Principals, University Supervisors	Professional behavior and adherence to school norms.
Placement & Transportation	Address placement and transportation issues by coordinating transport and considering proximity to home.	University Coordinators	Reduced absenteeism and easier management of practicum logistics.
Feedback Mechanisms	Collect regular feedback from mentors, students, and teachers. Use audio-visual tools for evaluations.	School Principals, University Supervisors	Continuous improvement based on real-time feedback.
Continuous Training	Organize pre- and post-internship training sessions and professional development workshops.	University Coordinators, School Principals	Ongoing skill enhancement for both teachers and prospective teachers.
Motivation & Recognition	Recognize and reward outstanding prospective teachers. Encourage creativity and innovation in teaching methods.	School Principals, University Mentors	Increased motivation and proactive engagement among prospective teachers.

Table 1 illustrates a comprehensive framework that emphasizes mentorship, structured scheduling, classroom management training, and continuous feedback mechanisms to enhance the quality of the teaching practicum experience. It addresses logistical, pedagogical, and professional challenges to ensure a more effective and supportive environment for prospective teachers.

Recommendations for Future Research

Future studies should explore the impact of digital tools, cross-cultural challenges, and mentorship dynamics in teaching practicums. Comparative and longitudinal research on practicum models will further enhance teacher training and its long-term effectiveness.

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