



Original Article

Navigation of Teaching Practicum Challenges: An Emerging Perspective of Pre-Service Teachers

Dr. Sunble Bibi*


International Islamic University Islamabad (IIUI) - Pakistan


 sunblebibi@gmail.com

 <https://orcid.org/0009-0000-7721-3117>

Dr. Shamsa Aziz

International Islamic University Islamabad (IIUI) - Pakistan

 shamsa.aziz@iiu.edu.pk

 <https://orcid.org/0009-0007-6333-9342>

*Corresponding Author

How to Cite:

Bibi, S., & Aziz, S. (2024). Navigation of teaching practicum challenges: An emerging perspective of pre-service teachers. *Academy of Education and Social Sciences Review*, 4(2), 184–196.

<https://doi.org/10.48112/aessr.v4i2.767>

Publisher’s Note:

International Research and Publishing Academy (iRAPA) stands neutral with regard to jurisdictional claims in the published maps and institutional affiliations.

Copyright:

©2024 | Academy of Education and Social Sciences Review published by International Research and Publishing Academy (iRAPA)



This is an Open Access article published under the Creative Commons Attribution 4.0 International (CC BY 4.0) (<https://creativecommons.org/licenses/by/4.0>)

Creative Commons Attribution (CC BY): lets others distribute and copy the article, to create extracts, abstracts, and other revised versions, adaptations or derivative works of or from an article (such as a translation), to include in a collective work (such as an anthology), to text or data mine the article, even for commercial purposes, as long as they credit the author(s), do not represent the author as endorsing their adaptation of the article, and do not modify the article in such a way as to damage the author's honour or reputation.

Abstract

This research explored the challenges prospective teachers face during the teaching practicum at the University of Education, Attock Campus. The study adopted a qualitative descriptive phenomenological design. A census sampling strategy was deployed comprising 67 prospective teachers. Data collection employed a self-developed open-ended questionnaire, validated through expert evaluations and a pilot study. The collected data were analyzed by thematic analysis (Braun & Clarke, 2012). To ensure the rigor of thematic analysis, inter-coder reliability was established. The study delimited its geographical scope to the University of Education Attock Campus and focused on B.Ed. (Hons) 4-year teacher education program seventh-semester participants. Theoretical underpinning was drawn from the constructivist perspective. Results show that prospective teachers faced diverse challenges during their teaching practicum. These challenges included placement, orientation, classroom management, administrative cooperation, lesson planning and implementation, workload, evaluation process, transportation, feedback, school timetable, portfolio, evaluation processes, and inadequate facilities. Despite these challenges, prospective teachers highlighted the importance of supervision, modern teaching methods, and improved resources. Enhancing the teaching practicum involves setting up laboratory schools with theory-practice integration, immersive classroom experiences, and applied teaching techniques.

Keywords: Importance of supervision, pre-service teachers, prospective teachers, teaching practicum challenges, thematic analysis

INTRODUCTION

Teaching practice comprises a series of interconnected activities in classroom settings, preparing prospective teachers for successful instruction. Teaching practice, also known as student teaching or practicum, is a crucial phase in preparing prospective teachers, providing hands-on experience in a classroom setting under the guidance of experienced mentors (teacher educators) and school officials. The success of this stage depends on the cooperation of aspiring teachers and the pivotal roles played by supervisors, cooperating teachers, and school principals. Understanding the challenges faced by these stakeholders is crucial for improving teacher training programs and enhancing overall educational quality. Teacher preparation programs are the foundation for imparting the skills and competencies needed to become proficient educators (Kabilan et al., 2020). Teaching beyond knowledge transmission involves creating optimal learning experiences through effective communication and proficiency in essential abilities. Teaching practicums, known by various terms such as practice teaching and field studies, involve interrelated practices conducted by prospective teachers in natural classroom settings, preparing them for successful instruction.

Prospective teachers, also known as pre-service teachers, often enroll in teacher preparation programs to acquire the information, skills, and competencies needed for effective teaching. Recent academic publications highlight a shift towards the demanding nature of teaching practice, addressing the gap between aspirations and realities in the classroom (Grossman & McDonald, 2008). The stress of teaching practice can adversely affect the emotional well-being of prospective teachers. Addressing challenges faced by prospective teachers is crucial to highlight the need for a comprehensive framework involving perspectives from various stakeholders to improve the overall quality of the practicum experience. Numerous studies have highlighted the inadequacies of teacher education programs in preparing pre-service teachers for the classroom (Stuart & Thurlow, 2000).

Novice teachers often struggle with challenges such as classroom discipline, poor infrastructure, underutilized resources, and unprofessional attitudes from school administration (Mahmood & Iqbal, 2018). A study by Pakpahan (2023) highlights that the success of English pre-service teachers in their teaching practicums is significantly influenced by internal challenges like teacher proficiency and classroom management and external challenges such as insufficient facilities and student motivation. Practicum is crucial for teacher development to address these challenges and enhance quality (Mutlu, 2015). This study aimed to provide insights into refining the teaching practicum by identifying challenges prospective teachers face and proposing an improvement framework. The research findings can inform policymakers and enhance the quality of the teaching practicum experience at the University of Education

Attock campus, smoothening the process of the B.Ed. Hons practicum. The study was delimited to the University of Education Attock Campus and the research participants were 7th semester students at B.Ed. Hons 4-year teacher education program. Gaining direct insights from pre-service teachers about their real-world challenges is crucial for improving teacher preparation programs and boosting educational outcomes.

Problem Statement

There is a significant need to explore the specific challenges pre-service teachers encounter during their practicums. This research aims to uncover these real-world challenges articulated by prospective teachers, facilitating targeted enhancements in teacher education programs. Such improvements are essential for aligning training more effectively with the practical demands of the classroom, thereby boosting the preparedness of new teachers and ultimately elevating student learning outcomes.

Research Objectives

The study's primary objectives were to explore challenges faced by prospective teachers during the teaching practicum and to develop a framework that can be implemented to enhance the quality of the teaching practicum experience.

Research Questions

The research questions were as follows:

- What challenges are encountered by prospective teachers during their practicum?
- Beyond suggesting a framework, what practical actions can enhance the teaching practicum experience?

Theoretical Framework

The traditional approach to education is teacher-centered, emphasizing the instructor as the leading information provider, often using textbooks and following a structured format in the classroom (Hirst, 1971). In parallel to the traditional approach, there is a humanistic approach. The humanistic approach is learner-centered, emphasizing learner autonomy, potential, and self-directed learning. It focuses on learners' whole being, including their social, emotional, and intellectual aspects (Mukhalalati & Taylor, 2019). Behaviorism, a teacher-centered approach, asserts that learning is achieved through linking stimuli and responses, with knowledge consolidation relying on external reinforcements, such as punishments and rewards (Torre et al., 2006). The constructivist approach is learner-centered and emphasizes the active construction of knowledge. It suggests that learning is most effective when students actively make sense of new information and connect it to their existing knowledge (Cook & Artino, 2016). The theoretical framework for this study navigates the constructivist perspective, emphasizing the active role of learners in knowledge creation. The constructivist theory posits that individuals construct knowledge and meaning from their experiences. This constructivist approach aims to assist collectively in overcoming challenges in the teaching process, contributing to the existing body of knowledge in education, and informing the exploration of specific challenges faced by prospective teachers in the teaching practice context.

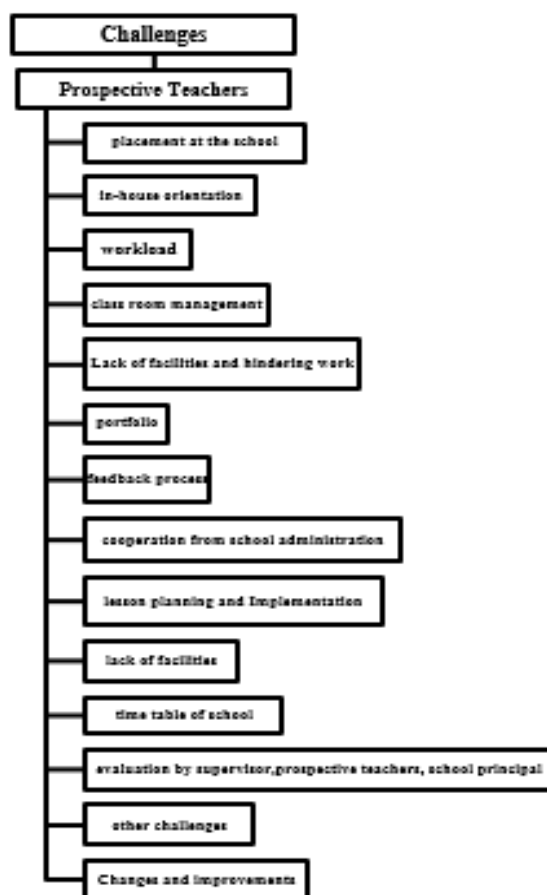


Fig. 1. The Research Study Conceptual Framework

LITERATURE REVIEW

Global teacher education institutes prioritize quality education, focusing on practical training such as teaching practicums to develop professionally trained teachers (Heikonen et al., 2017). The B.Ed. (Hons) four-year program emphasizes practical experiences, preparing future teachers for their roles as professional teachers. A key element, the teaching practicum, offers student teachers hands-on opportunities to apply their knowledge in real-world settings (Jusoh, 2013). It involves various terms such as practice teaching and internships, integrating diverse learning experiences in real classroom settings (Shah et al., 2021). Through teaching practice, prospective teachers acquire teaching skills and strategies, preparing them for effective instruction under mentor supervision (Vo, et al., 2018). In Pakistan, the shift to four-year teacher education programs has led to a period of adjustment for stakeholders, including adapting to new coursework and practicum components (Shah et al., 2021). Teaching practicum encompasses a spectrum of experiences for prospective teachers, involving various aspects like psychological, emotional, and social elements, overseen by expert mentors (Jin, et al., 2020; Zhu, et al., 2020). It is widely regarded as the most complex part of teacher education, involving challenges related to duration, pacing, planning, assessment, coursework, and mentoring (Abdullah et al., 2020). Sathappan and Gurusamy (2019) suggest using reflective journals and maintaining regular reflections to enhance pedagogical skills and subject matter knowledge. Mutlu (2014) recommends workshops on teaching methods, classroom management, and assessment tools to support student teachers during practice teaching.

Context and Practicum Structure

The University of Education Lahore is a prominent teacher training institution in Punjab, Pakistan (Bashir et al., 2014). Students engage in long-term practice in the 7th semester for six weeks, with observations and feedback from supervisors and subject teachers. Assessment includes performance evaluations, portfolio submissions, and continuous feedback from supervisors and teachers.

Challenges Faced by Prospective Teachers

Classroom management challenges significantly contribute to job dissatisfaction and hinder teacher retention, particularly among newly inducted teachers, which can affect student learning outcomes (Lew & Nelson, 2016). Student teachers also face difficulties managing classroom time effectively (Mahmood & Iqbal, 2018) and discipline (Shah et al., 2021). Additionally, challenges related to administration include cooperation from school administration (Kiral, 2016), poor infrastructure and underutilized resources (Mutlu, 2014), and inadequate physical facilities, and training (Kiral, 2016). Student teachers should receive constructive feedback from supervisors to enhance their professional skills. However, some schools adopt an authoritarian approach toward prospective teachers, which may hinder their development due to a lack of guidance and support. Prospective teachers face challenges in preparing lesson plans due to students' lack of basic knowledge, leading to confusion in selecting teaching methods. They also struggle with formulating objectives and assessment questions to address changes in student behavior (Ray, et al., 2023). In addition, challenges include maintaining classroom discipline, handling misbehaving students, and establishing rapport, especially with large class sizes and low confidence levels.

Shah et al. (2021) found in their study that prospective Pakistani prospective teachers experience anxiety, classroom management issues, and a lack of guidance during their teaching practicum, highlighting the need for improved training and support systems. The study at Tripoli University, Faculty of Education identified challenges faced by student teachers, including lack of cooperation, classroom management skills, and supervisor support, with recommendations to address these issues (Aldabbus, 2020). A study in Turkey's pre-service English language teacher education program revealed that pre-service teachers developed basic instructional skills during their practicum. However, their learning was hindered by limited teaching opportunities, inadequate feedback, and communication issues among stakeholders (Bulut, 2016). Mahmood and Iqbal (2018) used a mixed-method approach to investigate challenges faced by 34 prospective teachers in the final semester of the B.Ed. (Hons.) program. The study identified issues like poor infrastructure, under-utilized resources, inflexible classrooms, and unprofessional school administration attitudes during the shift from traditional to student-centered pedagogies. The study cautions against generalization due to the perceived sample size limitation, but suggests that the findings are valuable for informing discussions on similar research.

METHODOLOGY

The research methodology for this study involved an interpretive paradigm and utilized a qualitative descriptive phenomenology design. The interpretive paradigm posits that reality is subjective, complex, and socially constructed, emphasizing the need to understand the varied experiences, challenges, and perspectives of stakeholders in the practicum, as reality can differ among individuals. Descriptive phenomenology was derived mainly from the philosophical work of Edmund Husserl and particularly from the idea of transcendental phenomenology (Giorgi, 2010). The descriptive qualitative phenomenological approach aims to analyze the meaning of lived experiences and organize data in meaningful ways (Sundler et al., 2019). A descriptive qualitative phenomenological design was employed in this research study. The study population consisted of 67 prospective teachers from the B.Ed Hons program, 7th semester, at the University of Education Attock Campus. This study used census sampling. Census sampling is appropriate when the population is small and manageable, and collecting data from every member is feasible. It ensures that every subgroup of interest is represented in the study, providing a comprehensive view of the entire population (Hauser, 1941).

A self-developed open-ended questionnaire was used for prospective teachers. For the expert evaluations, Advice from 3 experts was sought to enhance the credibility of the research. A pilot study was conducted with ten prospective teachers to assess the reliability of research instruments based on feedback. "Inter-coder reliability was established". To increase the reliability procedures, a team of two researchers convened to agree on common themes and verify coding uniformity (Johnson & Christensen, 2019). Data were personally collected from prospective teachers using open-ended questionnaires within one month. The collected data were analyzed through thematic analysis (Braun & Clarke, 2012), which involves familiarizing oneself with the data, generating initial codes, searching for themes, reviewing and

refining the themes, defining and naming them, and finally, writing the research report. Guba and Lincoln (1989) advocate fulfilling four criteria to ensure trustworthiness in qualitative research: credibility, transferability, dependability, and conformability. Credibility was ensured through the transparent representation of participants' original views with extensive quotations (Gray, 2009) and member checks. Transferability was ensured by providing a detailed, thick description of the research context, enabling readers to assess its applicability to different settings. Dependability was maintained through a detailed audit trail to support replication, established by seeking input from other researchers or colleagues to discuss and validate interpretations and decisions.

Conformability refers to the extent to which the participants can vouch for findings. Similar objectivity is achieved through reflexivity and external audit to minimize researcher bias. According to Guba and Lincoln (1989), conformability is established when credibility, transferability, and dependability are achieved. Conformability was further solidified through an external audit and was checked by seeking participants' feedback on findings and interpretations. In this research, ethical principles such as protecting participants' dignity and ensuring confidentiality were ensured by assigning symbols like PTs to report findings accurately (Luchembe, 2021).

RESULTS & FINDINGS

The results of the study are presented theme-wise and are as follows:

Theme 01: Placement at the School

Prospective teachers encountered notable challenges during their teaching practicum, such as lengthy journeys, as articulated in their feedback stating:

"The school was located quite a distance from my residence."

"Distance and transport were a big hassle."

They also struggled with cooperation from school teachers. They felt apprehensive about interacting with students and staff, underscoring the need to address logistical elements, like geographic matching and social aspects of school placement, to improve the practicum experience.

Theme 02: Challenges in In-House Orientation

Prospective teachers encountered significant challenges with in-house orientation, as expressed:

"Lectures in university and school classes were different from each other. It's confusing as well as challenging."

Additionally, few prospective teachers received ineffective briefings, emphasizing the urgent need for more comprehensive and effective orientation programs, such as standardized ones.

Theme 03: Challenges in Classroom Management

Participants faced multiple challenges, notably overcrowded classrooms, small rooms, and large class sizes, underscoring their spatial constraints. Challenges with cooperation from teachers and students and student behavioral problems further disrupt the learning environment. Additionally, difficulties in effectively using audio-visual aids compromised their ability to engage students, emphasizing the need for management training.

Theme 04: Challenges in Cooperation from School Administration

Participants faced challenges such as lack of engagement, communication gaps, frequent timetable changes, and insufficient planning and guidance. One participant noted the rude behavior, indicating the detrimental impact on the practicum experience. Additionally, unprofessional conduct hindered effective teaching, highlighting the importance of clear communication.

Theme 5: Challenges in Lesson Planning and Implementation

Prospective teachers faced numerous challenges, notably due to shortage of time; implementation was complex due to restricted classroom space and challenges in creating engaging lesson plans. They encountered difficulties such as a lack of resources, including materials and audio-visual aids, and dealt

with large classes and disruptive behavior that hindered lesson execution and classroom management. Additionally, they expressed a need for better guidance and support in crafting effective and meaningful lesson plans, underscoring the utility of planning templates to streamline and enhance the planning process.

Theme 06: Challenges of Lack of Facilities at School

Prospective teachers encountered challenges such as a lack of clean drinking water, hygienic restroom facilities, and a dedicated staff room. They struggled with the absence of audio-visual aids and essential technology, including projectors and proper internet connection, which limited their ability to integrate technology into teaching. Addressing these needs, including critical facility upgrades, is crucial for fostering a conducive learning environment.

Theme 07: Challenges in Accessing Specific Resources

Prospective teachers encountered several challenges, including inadequate laboratory equipment and restricted library access. One participant expressed, “don’t use multimedia”, highlighting challenges in accessing multimedia and laboratory facilities. These challenges significantly hindered their ability to effectively execute lesson plans and conduct engaging lessons, highlighting the need for resource partnerships.

Theme 08: Challenges in Workload

Prospective teachers struggled with an overwhelming workload, causing mental stress and impairing cognitive functions. One participant remarked, “Time management”, pointing out difficulties in managing time that affected lesson planning and other duties. Additionally, challenges like noisy and overcrowded classrooms compounded their workload, undermining their ability to foster a conducive learning environment and emphasizing the importance of effective time management strategies.

Theme 09: Transportation Challenges

Prospective teachers faced challenges like long travels from home to school, affecting their daily routines. One participant said, “School is far from my home,” noting that “shuttle services” would be ideal, highlighting the inconvenience, time, and travel costs. Conversely, some participants valued their schools’ nearness, which reduced traveling time and expenses, suggesting that shuttle services could benefit those who live farther away.

Theme 10: Challenges in Feedback Process

Prospective teachers struggled with receiving insufficient and biased feedback. One participant expressed, “feedback was very disappointing,” highlighting input based on personal relationships rather than merit. Additionally, disrespectful behavior from cooperating teachers and feedback that required detail hindered their professional development; a structured framework could provide more precise, more constructive feedback and improve interactions.

Theme 11: Challenges with School Timetable

Prospective teachers dealt with frequent changes and inconsistencies that complicated effective lesson planning. One participant remarked, “timetable changes every day,” highlighting the challenges caused by daily timetable alterations. Implementing scheduling software could address unstable timetables and transportation problems, leading to missed classes and hindered student communication.

Theme 12: Challenges in Developing and Maintaining Practicum Portfolio

Prospective teachers struggled with the absence of a check and balance system, which complicated the assurance of accuracy and completeness in their work. Participants noted favoritism in the evaluation process, damaging portfolio assessment trustworthiness. Introducing portfolio guidelines could clarify rules and guidance for portfolio maintenance, helping them effectively determine content and presentation.

Theme 13: Challenges in Evaluation by the Supervisor

Several participants were satisfied with the evaluation process, though some reported challenges, including rude behavior from supervisors. One participant noted rude behavior, emphasizing the negative impact of this behavior on their evaluation experience. Implementing evaluation training could help address and mitigate these issues, improving the overall process.

Theme 14: Challenges in Evaluation by Cooperating Teachers

Prospective teachers faced challenges in the evaluation process, leading to dissatisfaction and frustration. Some expressed having a “very bad experience” or feeling that they were “only being judged,” indicating the negative impact of the evaluations. Encouraging reflective practices could enhance cooperation and attention from cooperating teachers, thereby improving the quality and fairness of assessments.

Theme 15: Challenges in Evaluations by School Principal

Prospective teachers faced challenges in the evaluation process that impacted their confidence and professional growth. Some participants noted that the principal insulted “their degree and institute as well,” negatively affecting their professional self-esteem. Leadership sessions could enhance principals’ handling of evaluations, balancing the perspectives and improving overall satisfaction.

Theme 16: Improving Existing Practices

Prospective teachers highlighted the need for changes to enhance the teaching practicum, including better oversight of placements. One participant emphasized, “Supervisors need to check school before sending prospective teachers there,” advocating for preliminary evaluations and a robust evaluation system. They also recommended methodology experimentation, like 21st-century teaching methods, updating resources, proper teacher training, and establishing laboratory schools to offer immersive environments for educators.

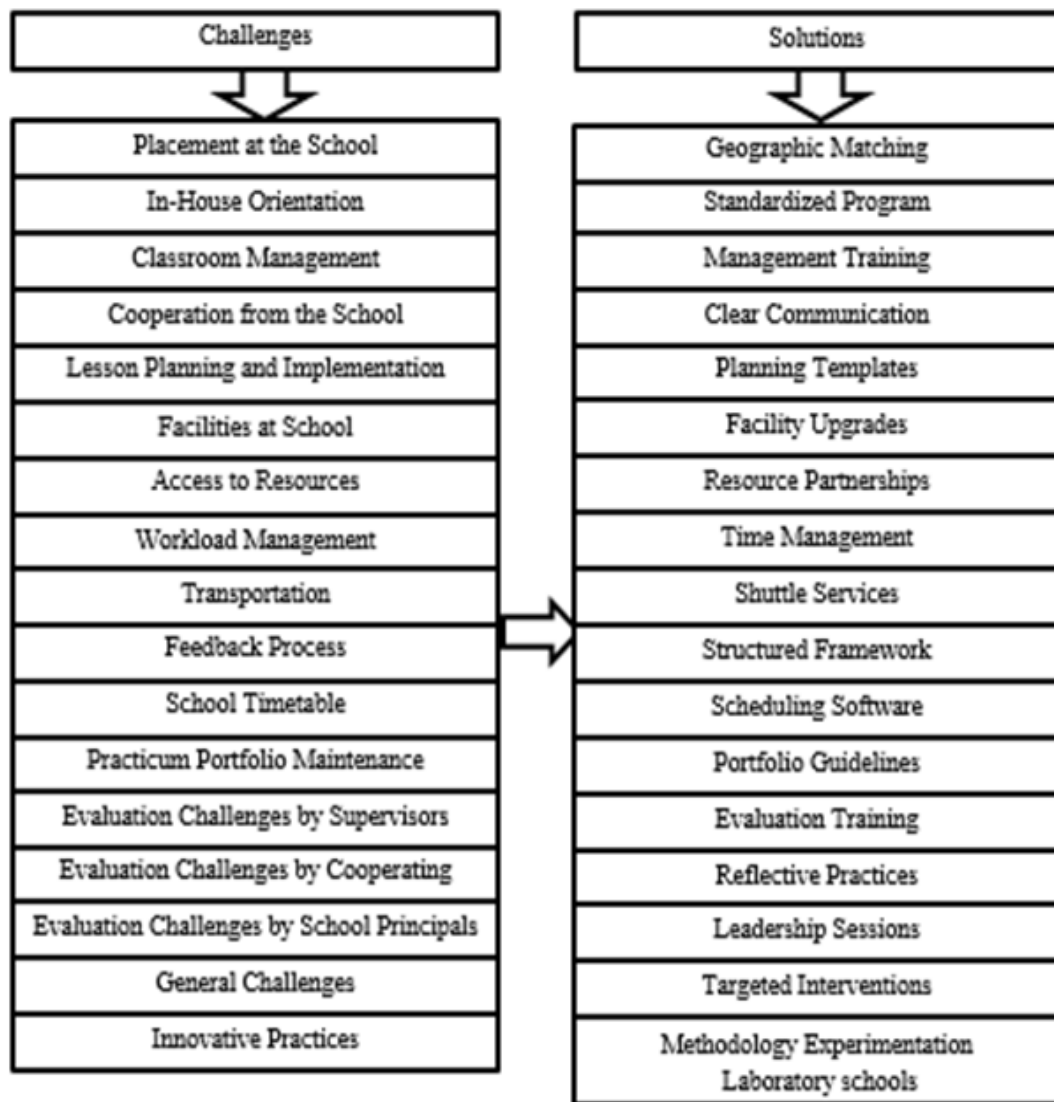


Fig. 2. Framework

Discussion

The study has produced compelling findings that suggest a need to reconsider the teaching practice component in teacher education. Question about challenges encountered by prospective teachers during their practicum: The challenges they faced during their teaching practicum were complex and multifaceted, encompassing various aspects of the school environment, teaching practices, and administrative support. The results found that one of the key themes that emerged from the analysis was the placement challenges at the school. These results are similar to those found by Inarsih, et al., (2021) and Shah et al., (2021). Prospective teachers expressed difficulties being assigned to schools with long commutes due to the school's long distance from their homes. This logistical challenge not only added to their workload, but also impacted their overall experience and satisfaction with the practicum. These results are similar to the study of (Shah et al., 2021).

Another significant theme was the challenges with in-house orientation. Prospective teachers reported a lack of proper orientation, leaving them unprepared and unsure of how to navigate their new role in the school environment. This lack of guidance and support hindered their ability to effectively engage with students and teachers, impacting the quality of their teaching practicum. These results are similar to the study of (Shah et al., 2021). Further, challenges in classroom management emerged as a prominent theme. Prospective teachers faced issues such as overcrowded classrooms, lack of cooperation from school teachers and students, and student behavioral problems. These challenges made it difficult for teachers to maintain discipline and create a conducive learning environment, affecting their ability to deliver

practical lessons. These results are similar to the studies by Kamila (2021); Shah et al., (2021); Abdullah et al., (2020). Prospective teachers reported a lack of engagement and support from the administration, leading to issues such as frequent changes in the timetable and lack of planning and guidance.

This lack of support from the administration hindered their ability to carry out their duties effectively and impacted their overall experience during the practicum. These results are similar to the studies by Mahmood and Iqbal (2018); Shah et al. (2021). Moreover, challenges in lesson planning and its implementation were highlighted by prospective teachers. They reported difficulties in planning activities that effectively met instructional objectives and faced challenges in implementing their lesson plans due to classroom management issues and lack of resources. These results are similar to the studies by (Shah et al., 2021). Furthermore, transportation challenges emerged as a significant theme, with prospective teachers facing difficulties due to the distance of the school from their home. This logistical challenge added to their workload and affected their overall experience and satisfaction with the practicum. These results are similar to the study (Mahmood & Iqbal, 2018). Moreover, challenges such as a lack of resources and hindering work were highlighted by prospective teachers, as supported by Mahmood and Iqbal (2018).

A weak degree of teaching skills, non-existence of resources, and discipline issues were supported by Jin et al., (2020), who found that prospective teachers complain about the shortage of teaching aids and laboratory equipment, which creates hurdles in subject teaching. Furthermore, challenges such as evaluation by cooperating teachers and school principals were highlighted by prospective teachers, similar to the results of (Rupp & Becker, 2021). Inarsih, et al., (2021) found that selection of practicing schools, non-readiness of student teachers for teaching, lack of knowledge and training, and mentor favoritism in assessment marking. Study results show that several prospective teachers do not have supervisory challenges, similar to the study (Annan-Brew & Arhin, 2022), which found that student-teachers do not have supervisory challenges during their teaching practices. Furthermore, some prospective teachers face the challenge of rude behavior. Prospective teachers highlighted challenges such as workload, similar to findings by Zydziunaite et al., (2020). They also faced feedback challenges.

CONCLUSION

Prospective teachers encountered challenges in their teaching practicum, including school placement, orientation, classroom management, administrative cooperation, lesson planning and its implementation, workload, evaluation process, transportation, feedback process, school timetable, portfolio development, inadequate facilities, rude teacher behavior, and discomfort with female staff. Despite these challenges, they identified areas for improvement, suggesting better supervision, more precise guidelines, and updated teaching methods, including 21st-century approaches and proper training. The study showed that establishing laboratory schools would bridge theory and practice. Addressing these challenges can enhance the quality of education for prospective teachers.

Recommendations

The study recommends a framework to enhance the quality of the teaching practicum.

- Provide shuttle services to ease travel challenges for distant commutes.
- Develop a structured framework for feedback that includes evaluation training for supervisors and fostering constructive and unbiased assessments.
- Offer leadership sessions and targeted interventions to address teachers' general and specific challenges, promoting professional growth and better teaching environments.
- Encourage methodology experimentation to incorporate 21st-century teaching methods.
- Establish laboratory schools affiliated with universities or teacher education institutions to provide practical experience in a supportive environment.
- Ensure that schools have adequate facilities, including a canteen, a staffroom, clean drinking water, proper washrooms, multimedia, the latest technology, and AV aids. Classrooms should be large enough to accommodate adequate students to create a conducive learning environment.

Future Directions

Future research could explore the experiences and perspectives of other stakeholders involved in the teaching practicum, such as supervisors, cooperating teachers, and school administrators, to better understand the challenges and opportunities in teacher education programs.

Competing Interest

The authors had no competing interests.

References

- Abdullah, R., Ghufron, M. A., Puspitasari, Y., & Ahmad, N. (2020). Perspectives on mentoring support during teaching practicum in local & international settings. *International Journal of Learning, Teaching and Educational Research*, 19(5), 336-351.
<https://doi.org/10.26803/ijlter.19.5.21>
- Aldabbus, S. (2020). Challenges encountered by student teachers in practicing teaching. *British Journal of Education*, 8(7), 1-8.
- Annan-Brew, R., & Arhin, D. (2022). Perceived challenges faced by student-teachers (prospective teachers) from universities and colleges in Ghana during off-campus teaching practice. *Journal of Advances in Education and Philosophy*, 6(9), 498-505.
- Bashir, S., Malik, M., Fatima, G., & Bashir, S. (2014). Effectiveness of Practicum Component of B. Ed. Program at University of Education Lahore, Pakistan. *Educational Research International*, 3(4), 89-98.
- Braun, V., & Clarke, V. (2012). *Thematic analysis*. American Psychological Association.
- Bulut, M. (2016). *Pre-service EFL teacher learning during the practicum: A multiple case study in a context of systemic dissonance* (Doctoral dissertation, University of Leeds).
- Cook, D. A., & Artino Jr, A. R. (2016). Motivation to learn: an overview of contemporary theories. *Medical Education*, 50(10), 997-1014.
<https://doi.org/10.1111/medu.13074>
- Giorgi, A. (2010). Phenomenology and the practice of science. *Existential Analysis: Journal of the Society for Existential Analysis*, 21(1).
- Gray, E. D. (2009). *Doing research in the real world*. 2nd edition. Los Angeles: Sage Publications.
- Grossman, P., & McDonald, M. (2008). Back to the future: Directions for research in teaching and teacher education. *American Educational Research Journal*, 45(1), 184-205.
<https://doi.org/10.3102/0002831207312906>
- Guba E. G., Lincoln Y. (1989). *Fourth generation evaluation*. Newbury Park, CA: Sage.
- Hauser, P. M. (1941). The use of sampling in the census. *Journal of the American Statistical Association*, 36(215), 369-375.
- Heikonen, L., Pietarinen, J., Pyhältö, K., Toom, A., & Soini, T. (2017). Early career teachers' sense of professional agency in the classroom: Associations with turnover intentions and perceived inadequacy in teacher-student interaction. *Asia-Pacific Journal of Teacher Education*, 45(3), 250-266.
<https://doi.org/10.1080/1359866X.2016.1169505>
- Hirst, P.H. (1971). What is teaching?. *Journal of Curriculum Studies*, 3(1), 5-18. <https://doi.org/10.1080/0022027710030102>
- Inarsih, N. S., Seli, S., & Syafitri, D. (2021). Students' attitude and challenges toward teaching practicum programme (PPL) in junior high school. *EDULIA: English Education, Linguistic and Art Journal*, 1(2), 45-49.
<https://doi.org/10.31539/edulia.v1i2.2121>
- Jin, A., Parr, G., & Cooley, D. (2020). An Australian international teaching practicum in China: exploring multiple

perspectives. *The Australian Educational Researcher*, 47, 263-281.

<https://doi.org/10.1007/s13384-019-00343-1>

Jin, A., Parr, G., & Hui, L. (2020). 'The sun is far away, but there must be the sun': Chinese students' experiences of an international teaching practicum in China. *Educational Research*, 62(4), 474-491.

<https://doi.org/10.1080/00131881.2020.1826340>

Johnson, R. B., & Christensen, L. (2019). *Educational research: Quantitative, qualitative, and mixed approaches*. Sage Publications.

Jusoh, Z. (2013). Teaching practicum: Student teachers' perspectives. *Research, renovation and reinforcement: Enhancing Quality in Language Education*, 886-874.

Kabilan, M. K., Ramdani, J. M., Mydin, A. A., & Junaedi, R. (2020). International teaching practicum: Challenges faced by pre-service EFL teachers in ESL settings. *LEARN Journal: Language Education and Acquisition Research Network*, 13(1), 114-126.

Kamila, H. (2021, January). Pre-service EFL teachers' challenges in developing teaching materials during teaching practicum in Southern Thailand. In *Bogor English Student and Teacher (BEST) Conference* (Vol. 2, pp. 54-60).

Kiral, E. (2016). Challenges faced by prospective teachers in universities and solution proposals. *International Journal of Environmental and Science Education*, 11(5), 839-850.

<https://doi.org/10.12973/ijese.2016.408a>

Lew, M. M., & Nelson, R. F. (2016). New teachers' challenges: How culturally responsive teaching, classroom management, & assessment literacy are intertwined. *Multicultural Education*, 23, 7-13.

Luchembe, M. (2021). Challenges affecting the implementation of teaching practice: The case of the University of Zambia. *Journal of Education and Practice*, 12(27), 116-125.

Mahmood, N., & Iqbal, Z. (2018). Challenges Faced by Prospective Teachers during Teaching Practice: Connecting Theory to Practice. *Bulletin of Education and Research*, 40(2), 113-136.

Mukhalalati, B. A., & Taylor, A. (2019). Adult learning theories in context: a quick guide for healthcare professional educators. *Journal of Medical Education and Curricular Development*, 6, 2382120519840332.

<https://doi.org/10.1177/2382120519840332>

Mutlu, G. (2014). Challenges in practicum: Pre-service and cooperating teachers' voices. *Journal of Education and Practice*, 5(36), 1-7.

Mutlu, G. (2015). International Journal of Learning and Teaching. Two sides of the coin. *International Journal of Learning and Teaching*, 7(1), 38-48.

Pakpahan, E. M. (2023). Challenges faced by pre-service teachers during teaching practicum. *International Journal of Educational Narratives*, 1(5), 300-305.

<https://doi.org/10.55849/ijen.v1i5.389>

Ray, S., Mukherjee, S., & Sikdar, D. P. (2023). Challenges of Practice-Teaching Faced by Prospective Teachers: A Review of Empirical Studies. *International Journal of Trend in Scientific Research and Development*, 7(1), 368-374.

Rupp, D., & Becker, E. S. (2021). Situational fluctuations in student teachers' self-efficacy and its relation to perceived teaching experiences and cooperating teachers' discourse elements during the teaching practicum. *Teaching and Teacher Education*, 99, 103252.

<https://doi.org/10.1016/j.tate.2020.103252>

Sathappan, R., & Gurusamy, P. (2019). The practise and challenges of practicum implementation program at a Malaysian Teacher Education Institute. *Journal of Social Science Research*, 14, 3234-3243.

Shah, M. A., Ahmad, S. M., Bibi, W., Akhtar, S., Raza, K., Rauf, M., ... & Khattak, U. R. (2021). An overview of prospective teachers teaching practicum challenges in District Peshawar, Pakistan. *International Journal of Innovation*,

Creativity and Change, 15(8), 410-421.

Stuart, C., & Thurlow, D. (2000). Making it their own: Preservice teachers' experiences, beliefs, and classroom practices. *Journal of Teacher Education*, 51(2), 113-121.

<https://doi.org/10.1177/002248710005100205>

Sundler, A. J., Lindberg, E., Nilsson, C., & Palmér, L. (2019). Qualitative thematic analysis based on descriptive phenomenology. *Nursing Open*, 6(3), 733-739.

<https://doi.org/10.1002/nop2.275>

Torre, D. M., Daley, B. J., Sebastian, J. L., & Elnicki, D. M. (2006). Overview of current learning theories for medical educators. *The American Journal of Medicine*, 119(10), 903-907.

<https://doi.org/10.1016/j.amjmed.2006.06.037>

Vo, K. A. T., Pang, V., & Lee, K. W. (2018). Teaching practicum of an English teacher education program in Vietnam: From expectations to reality. *Journal of Nusantara Studies (JONUS)*, 3(2), 32-40.

<https://doi.org/10.24200/jonus.vol3iss2pp32-40>

Zhu, G., Iglesia, P. M., & Wang, K. (2020). Examining Chinese and Spanish preservice teachers' practicum teaching experiences: a transformative learning perspective. *Journal of Education for Teaching*, 46(1), 124-128.

<https://doi.org/10.1080/02607476.2019.1708623>

Zydzianaite, V., Kontrimiene, S., Ponomarenko, T., & Kaminskiene, L. (2020). Challenges in teacher leadership: Workload, time allocation, and self-esteem. *European Journal of Contemporary Education*, 9(4), 948-962.

<https://doi.org/10.13187/ejced.2020.4.948>