

## CHALLENGES FACED BY PRE-SERVICE TEACHERS DURING SCHOOL BASED TEACHING PRACTICUM

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### Abstract

*This research explores the difficulties pre-service teachers have in the classroom and offers suggestions for enhancing their networks of support and training. Three hundred potential instructors applied in all; most of them were men, city people, and government employees. A statement-by-statement analysis revealed that instructional strategies were commended for encouraging self-reflection, creating successful lesson plans, and training future educators. Three main problems were found: capturing students' interest, providing engaging information, and adjusting to evolving educational demands. It is imperative that these concerns be addressed early in the teacher training process, as evidenced by the strong positive correlations found between the problems experienced by instructors and pre-service teachers. Additionally, demographic issues have a big influence on students' academic performance, which emphasizes how important it is to obtain expert assistance. Cross-cultural research, innovative teaching strategies, longitudinal studies, focused support interventions, cooperative partnerships, and policy advocacy are a few of the concepts. The aforementioned findings bear noteworthy significance for educational methodologies and policies that strive to enhance teacher readiness and support systems.*

**Keywords:** motivation for learners, professional development, instruction, challenges, and educational regulations; future educators; teacher preparation programs.

### Introduction

Aspiring teachers receive priceless practical classroom experience through school-based teaching practice supervised by seasoned educators (Araya et al., 2020). Future educators will be better equipped to put their theoretical knowledge, enhance their teaching strategies, and adjust to the varied needs of their students as a consequence of this practical training. It strengthens ties within the school community and enhances instructional strategies by encouraging introspection and mentoring feedback.

Iqbal and Mahmood, 2018. Through immersion in actual classroom settings, pre-service teachers build their own pedagogical style, become more self-assured, and learn about the difficulties and pleasures of teaching. Lastly, school-based training is critical in equipping educators with the knowledge and abilities needed to implement the techniques. School-based teaching practice, under the direction of seasoned educators, gives prospective teachers priceless practical classroom experience (Araya et al., 2020). Future educators will be better able to use their theoretical knowledge, enhance their teaching strategies, and adjust to the various requirements of their students as a consequence of this practical training (Swennen and White, 2020). It enhances teaching methods and the school community by encouraging self-reflection and mentor critique (Douglas, 2014).

Being a teacher is an exciting and challenging job that requires a strong skill set and a comprehensive understanding of effective teaching techniques. Teaching is a sophisticated form

of communication that goes beyond merely passing along information. Teachers can employ a range of technology and instructional approaches to solve this issue (Araya et al., 2020), but proper implementation calls for sufficient training. Consequently, academic establishments globally provide teachers chances for professional growth and development (Mehmood et al., 2018). The B.Ed. and M.Ed. teacher education programs offered by Pakistan's colleges and universities integrate academic knowledge with real-world application. A crucial element of these programs is teaching practice, which enables prospective educators to put their academic knowledge to use in the classroom.

Teacher education has become more innovative thanks to programs like ADE and B.Ed., but they won't take off unless a few crucial issues are resolved. A primary objective of the curriculum is to incorporate up-to-date teaching and learning tools. However, a lot of important issues need to be resolved, such as limited internet connection, a lack of resources, and teachers' poor computer and internet skills (Mahmood et al., 2023).

Pre-service teachers frequently struggle with managing classroom behavior, adapting lesson plans to the needs of individual students, and successfully interacting with colleagues and parents during their school-based teaching practicum. Mahmood and Iqbal (2018) contend that school administrators should provide opportunities for professional development, mentorship, and continuing support in order to solve these difficulties. Differentiating programs for students with diverse learning styles and skill levels may be challenging for pre-service instructors. This calls for a deep comprehension of pedagogy in addition to the capacity to design inclusive, stimulating learning settings (Hills & Sessoms-Penny, 2021). It might be difficult for pre-service teachers to use technology in the classroom effectively.

Furthermore, pre-service instructors could not employ classroom management techniques and behavior control. Teachers need to establish clear expectations and boundaries in order to foster a productive and effective learning environment (Doyle, 1989). Reducing behavioral problems in the classroom may also be achieved by developing strong ties with the kids and providing them with a feeling of community. In order to evaluate student success and direct teaching, pre-service instructors might require assistance developing efficient assessment strategies. By pursuing professional development opportunities that prioritize assessment literacy and data-driven decision-making, educators may enhance their assessment techniques (Nunnaley, 2013).

### **Significance of School-Based Teaching Practice in Teacher Education**

A new study highlights the challenges that aspiring educators face in honing their art, suggesting that teacher education is beginning to focus more on these issues. There may be differences between the aspirations of aspirational instructors and the realities of the classroom, illustrating the complexity of teaching compared to common belief. Generally speaking, prospective teachers want greater authority than administrators provide them, which leads to disparities in control. Moreover, Asrial et al. (2019) discovered that there exists an occasional discrepancy between the expectations placed on students and the actual observations made in the classroom.

### **Transformative Trends in Teacher Training in Pakistan**

An overview of teacher preparation in Pakistani education, with emphasis on systemic issues and historical patterns.

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### **Historical Context:**

Pakistan's education system has faced several issues throughout the years, including questions regarding fairness, quality, and accessibility. As a result, educational efforts to address these difficulties and increase instructional quality have prioritized teacher development.

### **Common Themes in Educational Plans:**

Education programs emphasize instructors' ongoing professional development by offering workshops and seminars to assist them improve their subject-matter knowledge and teaching abilities. Above all, in-service training is prioritized to ensure that teachers stay current with evolving pedagogical practices. Standards and accrediting systems are used in teacher education programs to ensure quality. One of the most significant issues is integrating online courses and digital assets into training. Educational practices include interactive, student-centered ways to increase students' critical thinking skills (Gan et al., 2016).

### **Research Questions**

1. What are the specific challenges encountered by pre-service teachers during school-based teaching practice?
2. What are the underlying factors contributing to the challenges faced by pre-service teachers in their practical teaching experiences?
3. How do these challenges impact the professional development and preparedness of pre-service teachers for classroom instruction?

### **Methods**

The study's key feature was that it was descriptive in nature, and the researcher used a technique known as survey design. Using SPSS, a quantitative statistical analysis was done on the collected data.

### **Participants**

A random sampling of students made up the sample. The population was selected using three universities. LUMS, Bahauddin Zakariya University of Multan, and The Women University of Multan are a few of the participating universities. Using random sample procedures, students from every university were chosen at random to participate as respondents.

### **Instrumentation:**

Data on the difficulties experienced by pre-service teachers were gathered by researchers using a carefully thought-out survey instrument. The survey was composed of structured questions that addressed a broad variety of topics, including classroom management, work-life balance, technological integration, and student involvement. Given the availability of quantitative responses, patterns and trends may be investigated. Because standardization ensures uniformity across study fields, it increases the validity and trustworthiness of findings.

### **Procedure**

Following the validation and pilot testing of the study instrument, 300 university participants received questionnaires. They were informed of the goal of the study and that participation was entirely voluntary. Online surveys were to be finished within a predetermined window of time in order to protect participant identity and privacy.

**Data analysis**

The survey results were analyzed using both descriptive and inferential statistics. Frequency counting was used for the data sorting. By assigning a numerical value (derived from a five-point Likert scale) to each of the five response alternatives, the frequencies were converted into scores. The researcher used ANOVA and t-tests to assess the demographic data (gender, institute name, and sector).

**Table 1**

*Sector, Gender, Area wise Analysis*

Demographics Variables	Groups	Frequency	Percentage
Sector	Private	45	15%
	Public	255	85%
Gender	Female	81	27%
	Male	219	73%
Area	Rural	76	25.3%
	Urban	224	74.7%

N = 300

Table 1 displays demographic information as percentages and frequencies for a sample of 300 pre-service teachers. Since the private sector makes up just 15% of the sector, public institutions dominate, accounting for 85% of the total. There is a slight gender gap, with 27% of responses being female and 73% being male. In terms of area, 25.3% of people are from rural areas while 74.7% of people live in cities. These distributions may reflect trends of student enrollment in teacher preparation programs or more general tendencies in the teaching profession.

**Table 2**

*Scale-factors analysis using Pearson Correlation Coefficients*

		F1	F2	F3
F1	Pearson Correlation	1	.370**	.825**
	Sig. (2-tailed)		.000	.000
	N	300	300	300
F2	Pearson Correlation	.370**	1	.384**
	Sig. (2-tailed)	.000		.000
	N	300	300	300
F3	Pearson Correlation	.825**	.384**	1
	Sig. (2-tailed)	.000	.000	
	N	300	300	300

\*\* . Correlation is significant at the 0.01 level (2-tailed).

F1 = Problems faced by Teachers

F2 = Importance of Teaching Practice

F3= Problems faced by Prospect Teachers

The table displays the relevant Pearson correlation coefficients for the variables Problems Faced by Teachers (F1), Problems Faced by Prospect Teachers (F2), and Importance of Teaching

Practice (F3). Diagonal cells show correlations within the same factor and are always set to 1. Off-diagonal elements indicate the number of various components that are linked. A noteworthy positive correlation of 0.370 is seen between F1 and F2, indicating a direct association between the significance of teacher-identified concerns and enhancements in instructional practices. The strong association (0.825) between F1 and F3 suggests that practicing teachers and aspiring teachers could encounter some of the same difficulties. The somewhat positive correlation (0.384) between F2 and F3 shows that when teaching methods are thought to be more beneficial, the

**Table 3**

*Tests of Significance using Independent Sample t-Test*

Score	Variable	Groups	N	Mean	SD	Df	T	p.value (sig. 2-tailed)
Scale Score	Gender	Male	219	102.59	19.54	298	-4.168	.000
		Female	81	114.39	26.89			
Scale Score	Sector	Public	255	104.77	22.97	298	-1.865	.063
		Private	45	111.48	17.58			
Scale Score	Area	Urban	224	101.81	21.45	298	-5.538	.000
		Rural	76	117.48	20.92			

Independent sample t-tests were used to compare each demographic group's mean scale scores. The gender disparity in scores was evident as male respondents (N = 219) scored 102.59, which was substantially lower than female respondents (N = 81), who scored 114.39 (p =.000). The participants from the public sector (N = 255) scored 104.77, somewhat lower than the private sector participants (N = 45), who scored 111.48. Nevertheless, the difference was not statistically significant (p =.063). On the other hand, respondents from urban areas (N = 224) scored 101.81, considerably lower than respondents from rural regions (N = 76), who scored 113.40 (p =.000). Though sector participation may not have had a substantial impact, perceptions were significantly influenced by gender and place of residence.

**Table 4**

*Factor wise Gender Analysis using Independent Sample t-Test*

Factor	Variable	N	Mean	SD	Df	T	p.value (sig. 2-tailed)
Problems faced by Teachers (F1)	Male	219	38.68	9.233	298	-4.069	.000
	Female	81	44.03	12.17			

The mean scores for male and female respondents to the "Problems faced by Teachers (F1)" are displayed in the table. Men's and women's average scores are 44.03 (SD = 12.17) and 38.68 (SD = 9.233), respectively. A t-value of -4.069 and a p-value of .000 (p < 0.05) indicate that there is a significant gender difference. Compared to men, women report more perceived issues that instructors confront.

**Table 5**

*Factor wise Gender Analysis using Independent Sample t-Test*

Factor	Variable	N	Mean	SD	Df	T	p.value (sig. 2-tailed)
Importance of Teaching Practice (F2)	Male	219	34.38	5.117	298	-3.833	.000
	Female	81	36.98	5.471			

An independent sample t-test was used to compare the mean scores of the male and female participants on the "Importance of Teaching Practice (F2)". Males (mean=34.38, SD=5.117) scored lower than females (mean=36.98, SD=5.471). The negative t-value (-3.833) indicates that male scores were significantly lower (p=.000), suggesting a gender difference. Women believed that teaching practice was more important than men did.

**Table 6**

*Factor wise Gender Analysis using Independent Sample t-Test*

Factor	Variable	N	Mean	SD	Df	T	p.value (sig. 2-tailed)
Problems faced by Prospect Teachers (F3)	Male	219	29.52	9.563	298	-2.922	.004
	Female	81	33.37	11.53			

An independent sample t-test was used to compare the mean scores of the male and female participants on the "Problems faced by Prospect Teachers (F3)" questionnaire. For males, the figures are (mean=33.37, SD=11.53) and (mean=29.52, SD=9.563). The negative t-value (-2.922) shows that there was a gender difference, indicating that male scores were significantly lower (p=.004). They mentioned potential professors as one of the challenges that women face more than males.

**Sector Analysis – Scale-Factor wise**

**Table 7**

*Factor wise Sector Analysis using Independent Sample t-Test*

Factor	Variable	N	Mean	SD	Df	T	p.value (sig. 2-tailed)
Problems faced by Teachers (F1)	Public	255	39.18	10.43	298	-3.861	.000
	Private	45	45.51	8.20			

The mean scores of "Problems faced by Teachers (F1)" between participants in the public and private sectors were compared using an independent sample t-test. The mean score for the public sector (45.51, SD=8.20) was lower than the mean score for the private sector (10.43 and 39.18,

respectively). A sector difference is shown by the negative t-value (-3.861), which implies that scores were considerably lower in the public sector ( $p=.000$ ). Those who worked in the public sector reported fewer issues with their instructors than those in the private sector.

**Table 8**

*Factor wise Sector Analysis using Independent Sample t-Test*

Factor	Variable	N	Mean	SD	Df	T	p.value (sig. 2-tailed)
Importance of Teaching Practice (F2)	Public	255	35.64	4.94	298	4.406	.000
	Private	45	31.95	6.35			

An independent sample t-test was used to compare the mean scores of "Importance of Teaching Practice (F2)" between participants in the public and private sectors. With a mean score of 35.64, SD = 4.94, the public sector outperformed the private sector (31.95, SD = 6.35). The positive t-value (4.406) indicates that there is a sector difference, with the public sector scoring significantly higher ( $p=.000$ ). Compared to participants from the private sector, individuals from the public sector prioritized teaching practice more.

**Table 9**

*Factor wise Sector Analysis using Independent Sample t-Test*

Factor	Variable	N	Mean	SD	Df	T	p.value (sig. 2-tailed)
Problems faced by Prospect Teachers (F3)	Public	255	29.94	10.71	298	-2.477	.014
	Private	45	34.02	6.19			

The mean scores of "Problems faced by Prospect Teachers (F3)" between participants in the public and private sectors were compared using an independent sample t-test. The public sector scored worse than the private sector (34.02, SD=6.19), with a mean score of 29.94, SD=10.71. There is unmistakably a sector difference as seen by the negative t-value (-2.477), which shows considerably lower ratings in the public sector ( $p=.014$ ). Those in the private sector faced greater obstacles as future educators than those in the public sector.

**Table 10**

*Factor wise Area-Analysis using Independent Sample t-Test*

Factor	Variables	N	Mean	SD	Df	T	p.value (sig. 2-tailed)
Problems faced by Teachers (F1)	Urban	224	38.02	9.86	298	-6.43	.000

Rural 76 46.34 9.30

The average scores for "Problems faced by Teachers (F1)" in urban and rural regions were compared using a t-test. The rural mean score of 46.34 (SD=9.30) was higher than the urban mean score of 38.02 (SD=9.86). The negative t-value (-6.43), which indicated that urban scores were considerably lower (p=.000), indicated a geographic difference. Compared to their urban colleagues, teachers in rural locations faced more difficulties.

**Table 11**

*Factor wise Area-Analysis using Independent Sample t-Test*

Factor	Variables	N	Mean	SD	Df	T	p.value(sig. 2-tailed)
Importance of Teaching Practice (F2)	Urban	224	35.38	4.38	298	1.64	.101
	Rural	76	34.22	7.42			

An independent sample t-test was used to examine the mean scores for "Importance of Teaching Practice (F2)" in rural and urban areas. Compared to the urban mean score of 35.38, SD=4.38, the rural mean score of 34.22, SD=7.42, was somewhat lower. Based on the statistical significance of the positive t-value (1.64), which was not obtained (p=.101), there was no significant difference in the perceived relevance of instructional styles between rural and urban sites.

**Table 12**

*Factor wise Area-Analysis using Independent Sample t-Test*

Factor	Variables	N	Mean	SD	Df	T	p.value (sig. 2-tailed)
Problems faced by Prospect Teachers (F3)	Urban	224	28.40	9.87	298	-6.69	.000
	Rural	76	36.92	8.64			

An independent sample t-test was used to compare the mean scores of "Problems faced by Prospect Teachers (F3)" in urban and rural areas. Compared to the urban mean score of 28.40, SD=9.87, the rural mean score of 36.92, SD=8.64, was greater. There is an area difference, as seen by the negative t-value (-6.69), with urban scores significantly lower (p=.000). Prospective educators in isolated regions stated that the obstacles were greater. The findings suggest that persons in rural locations face more obstacles to becoming teachers than do those in urban areas, but further research is needed to confirm these conclusions and take other confounding factors into consideration.



**Table 13**

*Regression Analysis of Demographic Variables on CGPA*

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.339 <sup>a</sup>	.115	.106	.65960

a. Predictors: (Constant), Area-wise Analysis, Gender-wise Analysis, Sector-wise Analysis

**ANOVA<sup>a</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	16.752	3	5.584	12.835	.000 <sup>b</sup>
1 Residual	128.780	296	.435		
Total	145.532	299			

a. Dependent Variable: CGPA

b. Predictors: (Constant), Area-wise Analysis, Gender-wise Analysis, Sector-wise Analysis

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.687	.196		18.786	.000
	Sector-wise Analysis	-.001	.114	-.001	-.012	.991
	Gender-wise Analysis	.125	.087	.080	1.447	.149
	Area-wise Analysis	-.511	.094	-.319	-5.429	.000

a. Dependent Variable: CGPA

The effects of geography, industry, and gender on the Cumulative Grade Point Average (CGPA) were examined using regression analysis. Overall CGPA variation is explained by the model by 11%, with an adjusted R-square of 0.106 (R-square = 0.115), which is considerably lower. This implies that additional factors could be at play. The results of the ANOVA demonstrate that at least one predictor strongly predicts CGPA, with a significant F-value of 12.835 ( $p < 0.001$ ). However, not all facets of the population have a significant effect. While the sector-wise and gender-wise coefficients ( $p = 0.991$  and  $p = 0.149$ ) are not statistically significant, the area-wise coefficient is very significant ( $p < 0.001$ ), indicating that residential location has a considerable influence on CGPA. Generally, rural pupils do badly.

**Semester-wise Analysis of Prospective Teachers' Performance during School-based Teaching Practice**

**Table 14**

*Semester-wise Analysis of Prospective Teachers' Performance during School-based Teaching Practice using ANOVA*

Qualifications	N	Mean	Std. Deviation	df	F	Sig. 2-tailed
2 <sup>nd</sup>	174	94.97	15.79	4	36.19	.000
4 <sup>th</sup>	28	121.00	23.52			

6 <sup>th</sup>	29	117.10	23.10
8 <sup>th</sup>	15	118.60	18.52
Other	54	123.09	20.54
<b>Total</b>	<b>300</b>	<b>105.78</b>	<b>22.35</b>

The performance of prospective teachers at different stages of the B.Ed. program is compared in the table using ANOVA. The second, fourth, sixth, and eighth semester mean scores are attached to the "Other" qualifying category. Notable differences exist ( $p < 0.001$ ) between the qualifying groups. The second semester's findings ( $M = 94.97$ ,  $SD = 15.79$ ) are lower than those of the fourth, sixth, and eighth semesters. The "Other" category's high score of  $M = 123.09$ ,  $SD = 20.54$  suggests that there could be other factors at work. While additional study is still needed, students do better overall as they progress through their B.Ed. program.

### Qualification-wise Analysis

**Table 15**

*Qualification-wise Analysis using ANOVA*

Qualifications	N	Mean	Std. Deviation	df	F	Sig. 2-tailed
BS	240	100.112	18.937	2	55.57	.000
M.Phil.	19	119.789	21.978			
Other	41	132.487	18.909			
TOTAL	300		22.352			

The table uses ANOVA to compare the performance of aspiring teachers at various B.Ed. program phases. The "Other" qualifying category is associated with the mean scores from the second, fourth, sixth, and eighth semesters. There are significant differences ( $p < 0.001$ ) across the qualifying groups. The results from the second semester ( $M = 94.97$ ,  $SD = 15.79$ ) are not as high as those from the sixth, eighth, or fourth semesters. The high score of  $M = 123.09$ ,  $SD = 20.54$  for the "Other" category indicates the possibility of additional variables at play. Even while more research is still required, students do better overall as they move through the B.Ed. degree.

### Father's Qualification-wise Analysis

**Table 16**

*Father's Qualification-wise Analysis using ANOVA*

Father's Qualifications	N	Mean	Std. Deviation	df	F	Sig. 2-tailed
Illiterate	11	119.90	22.90	5	45.33	.000
Primary	164	92.75	13.13			
Middle	27	119.33	21.12			
Matric	38	115.68	20.98			
Intermediate	33	123.24	20.75			
BA & Above	27	130.33	18.94			
TOTAL	300	105.78	22.35			

The ANOVA findings showed significant differences in mean scale evaluations for teaching practice performance across different levels of father's qualification ( $F(5, 294) = 45.33, p < .005$ ), which were corroborated by the Tukey HSD post-hoc analysis. Those with parents who were illiterate had the lowest mean score (119.90,  $SD = 22.90$ ), while those with a bachelor's degree or higher had the highest mean score (130.33,  $SD = 18.94$ ). There were notable variations in the remaining qualifying categories. Higher levels of father education were often associated with better success in teaching practices.

**Table 17**

*Mother's Qualification-wise Analysis using ANOVA*

Mother's Qualifications	N	Mean	Std. Deviation	df	F	Sig. 2-tailed
Illiterate	23	132.60	19.92	5	54.85	.000
Primary	165	92.58	13.27			
Middle	30	118.56	19.36			
Matric	27	110.48	15.37			
Intermediate	26	119.92	20.35			
BA & Above	29	129.34	20.92			
TOTAL	300	105.78	22.35			

ANOVA examination of the mother's qualifications revealed significant differences in mean scale scores for teaching practice performance ( $F(5,294)=54.85, p<.005$ ), as per the Tukey HSD post-hoc analysis. Those whose moms were illiterate scored the highest, with a mean score of 132.60 ( $SD=19.92$ ) compared to 129.34 ( $SD=20.92$ ). The children whose mothers had just finished elementary school (mean score = 92.58,  $SD = 13.27$ ) and those whose mothers had finished matriculation (mean score = 110.48,  $SD = 15.37$ ) on the other hand had the lowest mean scores on average. Based on the ANOVA results, the effectiveness of teaching tactics is highly influenced by the mother's educational attainment.

## Conclusion

To summarize, this study's thorough research offers light on a wide range of teaching strategies, instructor concerns, and the impact of demographic features on students' attitudes and academic achievement. The demographic distribution of respondents indicated that the majority worked in the public sector, there was a gender gap that favored male respondents, and there was a significant urban-rural split, indicating differences in resource availability and educational levels. The study emphasizes the significance of teaching practice in self-evaluation, professional growth, and skill development, while also recognizing the difficulties of presenting knowledge, engaging students, and accommodating diverse learning styles. The study also discovered that B.Ed. students' performance improved during the course of their degree, however other variables may have impacted the findings. More research is needed since performance is often associated with higher credentials; nonetheless, there are considerable discrepancies amongst those with "Other" qualifications. These findings highlight the necessity of prioritizing teachers' professional development, real-world experience, and self-reflection in educational policies and

practices. Concerns about material delivery, student engagement, and technological integration must be addressed in teacher preparation programs. To guarantee that everyone has equitable access to high-quality education, efforts must be made to decrease educational inequities based on gender and urban/rural location. Finally, this study provides useful information to help develop evidence-based

### Future Directions

Based on the study's findings and recommendations, various new efforts to improve the assistance and advice given to prospective teachers during classroom practice may be undertaken in the future.

1. Conduct long-term study to determine how mentoring and training programs effect the professional development and progress of future educators.
2. Evaluate how contemporary teaching techniques, such as project-based learning and flipped classrooms, address the challenges that aspiring teachers confront.
3. Conduct a cross-cultural research to compare potential instructors' experiences in various cultural contexts.
4. Incorporate social and emotional learning (components) into teacher education programs to help students build their socioemotional skills and well-being.
5. Use data analytics and technology to adapt support interventions to potential instructors' and learners' individual need.

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