

Enhancing the Teaching Practicum: Overcoming Challenges and Empowering Cooperating Teachers

Sunble Bibi¹ Humaira Abbasi² Isra Ghazal³

¹ Assistant Professor, Department of Education, Khwaja Fareed University of Engineering & Information Technology (KFUEIT), Rahim Yar Khan, Punjab, Pakistan. ✉ sunble.bibi@kfueit.edu.pk

² Lecturer, Department of Education, Mirpur University of Science and Technology (MUST), Azad Jammu and Kashmir, Pakistan. ✉ humairaabbasi2789@gmail.com

³ Department of Education, Mirpur University of Science and Technology (MUST), Azad Jammu and Kashmir, Pakistan. ✉ ghazalirsa86@gmail.com

This article may be cited as Bibi, S., Abbasi, H., & Ghazal, I. (2025). Enhancing the Teaching Practicum: Overcoming Challenges and Empowering Cooperating Teachers. *ProScholar Insights*, 4(1), 69-80. <https://doi.org/10.62997/psi.2025a-41040>

Abstract: The practicum serves as a crucial stage for pre-service teachers (PSTs) to hone their instructional abilities and foster professional growth. This research aimed to investigate the challenges encountered by cooperating teachers during the teaching practicum at the University of Education Attock Campus. The study employed a qualitative descriptive phenomenological design within an interpretive paradigm. A census sampling strategy involved eleven cooperating teachers. Data was collected through semi-structured interviews, validated through expert evaluations and a pilot study. Inter-coder reliability was established. The study was geographically delimited to the University of Education Attock Campus, focusing on participants of the B.Ed Hons 4-year teacher education program. The theoretical foundation was derived from the constructivist perspective. The collected data were analyzed by thematic analysis. Cooperating teachers faced challenges in managing classroom discipline, time, and responsibilities while mentoring prospective teachers, emphasizing the need for better preparation, support, and communication to enhance the practicum experience. Key suggestions included structured mentorship programs, innovative teaching methods, and ongoing professional development to address these challenges effectively. Implement structured training and mentorship programs that focus on innovative teaching strategies and effective communication between schools and universities. Additionally, provide resources and support for maintaining discipline and managing classroom dynamics to improve the overall practicum experience.

Keywords: Teaching Practicum, Practicum Challenges, Qualitative Research, Prospective Teachers, Cooperating Teachers

Corresponding Author:

Sunble Bibi

Assistant Professor, Department of Education, Khwaja Fareed University of Engineering & Information Technology (KFUEIT), Rahim Yar Khan, Punjab, Pakistan.

✉ sunble.bibi@kfueit.edu.pk

Introduction

The practicum is a cornerstone in preparing pre-service teachers (PSTs) for the teaching profession, playing a crucial role in fostering their professional development. As emphasized by Clarke et al. (2014), PSTs often regard the practicum as one of the most significant components of their teacher education journey. However, early teaching experiences present numerous challenges that can obstruct the acquisition of critical teaching competencies (Poulou, 2007). Pre-service teachers (PSTs), for example, often have difficulty managing student interactions and balancing unfamiliar tasks associated with teaching, both of which add challenges to lesson planning and conveying clear directions. Turning their pedagogical content knowledge is limited, and therefore they often doubt their teaching skills.

Effective addressing of these hurdles are maximized through continuous mentorship from cooperating teachers (CTs), which are the mentors' pre-service teachers (PSTs) work with/under while on practicum. Instructional strategies

play a significant role in shaping PSTs' professional development, including both cognitive aspects, such as offering professional knowledge, and motivational factors, such as ensuring self-efficacy. Utilizing modelling, coaching, and supervision helps develop PSTs' skills in their school-based experiences. PSTs' continuous professional growth was impacted by seeing CTs engage in effective teaching (Mok & Staub, 2021). Additionally, student teaching is a curriculum component of the teaching practicum system, which is the professional teaching practicum. It involves working directly in the classroom with academic supervisors, cooperating teachers, and school administrators. cooperating teachers (CTs) are at the forefront because they provide mentorship and close the gap between the academic underpinnings of teacher education and the actual teaching practice. To enhance the quality of teaching training and teacher education programs generally, a deeper comprehension of the contextual elements that the mentor role's processes operate on is necessary. Kabilan et al. (2020) state that the primary objective of these programs is to guarantee that pre-service instructors are adequately prepared for their roles. These programs aim to guarantee that aspiring student teachers (PSTs) possess the abilities and information required to be successful in the classroom. Effective teacher education has been shown to improve teacher retention in the field in addition to helping them build relationships and learn new skills (Kosnik & Beck, 2009). Additionally, teaching encompasses much more than just helping pupils understand concepts and ideas. Facilitating students' creation and upkeep of encouraging and productive learning environments requires a good command of communication and the use of suitable instructional strategies. In an effort to create a link between learning and teaching, pre-service teachers (PSTs) are exposed to enough globalized classroom activities throughout the practicum, including fieldwork and practice teaching. Other research, however, has demonstrated the inconsistency between classroom activities and what is required in a teacher education program (Grossman & McDonald, 2008). A major issue is the absence of sufficient structure, which also indicates that PSTs are not receiving enough on-site assistance from supervisors and school administrators, which lessens the CT's influence as a mentor. Despite being mostly in charge of the mentorship process, CTs deal with a great deal of professional and psychological stress due to the variety of tasks they must do. Making the system function for them requires addressing the problems and difficulties they encounter, which is the main concern of teacher education.

Without sufficient assistance, mentoring may become even more difficult because of things like poor classroom management, a lack of resources, and ineffective administrative procedures. Through the holistic approach and resolving the challenges of CTs this will eventually improve the caliber of CTs and PSTs, and overall quality of teaching practicum. Study findings can be used for enhancing the practicum framework and mentioning procedures. Study mainly focuses on B.Ed. Hons. Four-year teacher education program at the University of Education, Attock Campus, with focused on goals of assessing of investigating challenges of cooperating teachers with their professional growth as well as the formation of the future educators.

Research Objectives

1. To explore challenges faced by cooperating teachers during the teaching practicum.
2. To develop a framework that can be implemented to enhance the quality of the teaching practicum experience.

Research Questions

The following were the research questions:

1. What are the challenges experienced by cooperating teachers in hosting and guiding prospective teachers during their teaching practicum?
2. What practical measures, alongside proposing a framework, can be implemented to enhance the quality of the teaching practicum experience?

Theoretical Framework

The traditional educational method is teacher-centered, with a focus on the teacher as the primary source of learning. Textbooks are frequently used, and the classroom is organized according to a set framework (Hirst, 1971). A humanistic approach runs parallel to the traditional method. The humanistic method places a strong emphasis on the potential, autonomy, and self-directed learning of the learner. It emphasizes social, emotional, and intellectual



aspects of the individual (Mukhalalati & Taylor, 2019). According to behaviourism, a teacher-centered approach, information accumulation depends on outside reinforcements such as incentives and punishments. Learning occurs when individuals make connections between stimuli and responses, as Torre et al. (2006) suggest. In this process, the constructivist approach emphasizes the learner's active involvement in constructing knowledge. Cook & Artino (2016) explain that learning is most effective when students engage with new material, connecting it to what they already know and their personal experiences. This active participation is central to the learning process, as it allows learners to build meaning from both the new content and their existing knowledge base. This study is grounded in the constructivist perspective, which emphasizes the importance of learners being actively involved in the process of knowledge construction. The focus is on the learner's engagement and the active process of constructing meaning, making learning a personal and dynamic experience.

Figure 1

The Research Study Conceptual Framework



Literature Review

According to Baluyos et al. (2024) as mentors, cooperating teachers (CTs) are very important because they are team players, provide healthy and safe environments, and excellent communicators. Cooperating teachers' mentor prospective teachers by focusing on the best practices that support their development, professional development and well-being for effective mentoring. Effective teaching methods, professional practices, and classroom management are the primary duties of cooperating teachers that model the factors that foster mentorships (Nesbitt & Barry, 2022). Pre-service teachers (PSTs) get assistance from cooperating teachers, who provide guidance about personal development, problem-solving skills through learning and the chance for introspection during practicum (Jita, 2022). These opportunities for mentorships are very important for PSTs for their self-assured teachers, and competencies. Cooperating teachers' assurance that PSTs have teaching practice with instructional material, classroom conversation and participation in pedagogy and use of technology (Tsikati & Dlamini, 2019; Suryati et al., 2023). As mentors, cooperating teachers (CTs) provide help PSTs to complete their teaching practicums and create positive learning environments and work as a role model for effective communication and teamwork (Baluyos et al., 2024).

Mentoring success depends on knowledge, and dedication which provides help to PSTs for building professional competencies and abilities for their future. For lasting mentorship connections, (CTs) are model best practices, provide an instructional methods and classroom strategies outlines. Likewise, the mentorship program efficiency is compromised when descriptions are ambiguous. A strong connection with PSTs ensures that head teachers supervise actively and take initiative regarding mentoring (Tsikati & Dlamini, [2019](#)). Cooperating teachers' commitment and devotion are important for the success of the mentorship program and one of the obstacles is the finding motivated CTs in the teaching practicum (Parks, 2020). Hybrid learning models, and National Mentoring Scheme (NMS) are suggestion for the solution of the problem. Offering organized mentorship assistance and encouraging collegiality, these programs strengthen the cooperating teachers and prospective teachers' connection, remove the gap between universities, and schools and enhance cooperation is essential. These are the basic components of the teaching practicum. The practicum is used as a means of fusing classroom instruction with academic learning. Across the world strong emphasis is on preparing prospective teachers with professional skills (Heikonen et al., [2017](#)). Prospective teachers are prepared for teaching profession through a variety of the activities in this phase, including classroom management, lesson planning and addressing logistical, social and psychological issues (Vo et al., [2018](#)).

An important development in teacher education in Pakistan is the launch of the four-year B.Ed. (Hons) degree. Yet, the execution of the teaching practicum is still a complex process as it includes long-term and short-term assignments (Shah et al., [2021](#)). These assignments teach prospective teachers about a variety of learners in the classroom, how to create a lesson plan and interact with cooperating teachers and their useful criticism. In the teacher education program practicum is the one of the most complex components. As it is valuable it requires helpful mentoring, meticulous planning, and resource management. For successful mentoring effective leadership, emphasis on prospective teachers' emotional health and flexibility are the important component. However, cooperating teachers face a variety of difficulties like inadequate training, issues of teaching and mentoring duties and striking a balance and unclear job descriptions (Lewis, [2017](#)). Moreover, a lot of time and effort from cooperating teachers are required to fill the gap in prospective teachers' actual teaching abilities and pedagogical knowledge (Tsikati & Dlamini, [2019](#)). Institutional support and professional growth opportunities are important for the success of the mentoring program. A detailed mentoring program includes technology integration training, pre- and post-teaching guidance, classroom management techniques, demonstrated prominent success for the professional development of the mentor and mentees. In supportive setting these programs promote reflective practice, problem solving, and sharing of best practices (Suryati et al., [2023](#); Schwan et al., [2020](#)). Effective mentoring is also affected by ongoing problems such as practical challenges despite improvement, lack of training, poor relationship between mentor and mentees (Meegan et al., [2013](#)). Moreover, during teaching practicum inadequate infrastructure, inflexible classroom conditions, unprofessional administrative behaviour are the major problem, that require need supportive culture for innovations and collaborations (Mahmood & Iqbal, [2018](#)).

It is important to ensure that prospective teachers and cooperative teachers are well equipped for teaching practicum, as many studies emphasize that careful, and significant selection of cooperating teachers and their training is essential (Lu, [2013](#); Azeem, [2011](#)). Technological integration, stakeholders' communication, and simplifying the mentorship procedure depend on ongoing professional growth. Difficulties include insufficient facilities, classroom management and placement problems (Bibi & Aziz, [2024](#)). For improvement of teaching practicum their findings provide highlights for better supervision, resource optimization, and use of contemporary teaching techniques. Moreover, proposed laboratory schools and theory-practice integration are good suggestions for solving these problems. Empower cooperating teachers and foster teamwork are essential for success of teaching practicum. For preparing flexible and competent prospective teachers who can handle the demand of the teaching profession, practicum is a very important part of teacher education program.

Research Methodology

This research investigates the challenges faced by cooperating teachers during teaching practicum. This research study was qualitative and rooted in an interpretivist perspective that aim was to comprehend the complex subjective reality that is encounter by people. This method identifies that the individual perception and social interactions impact reality (Alharahsheh & Pius, [2020](#)). In a significant manner, to finding the essential participants lived experiences a



descriptive phenomenological approach was selected, that was inspired by the ideal of Husserl and Moustakas' transcendental phenomenology (Moustakas, 1994; Lopez & Willis, 2004; Giorgi, 2010; Sundler et al., 2019). In this study, eleven cooperating teachers assisted the prospective teachers. This study provides a comprehensive interview of every member by using census sampling (Hauser, 1941).

For data collection semi-structured interview was conducted in order to record the participants' different challenges, experiences and perception. This semi structured interview allowed participants to disclose the nuanced and unexpected experiences and perceptives while providing flexible guidance for addressing essential subjects. Four domain experts examined the interview guide for the purpose of improving the tool. Improving and testing the questions ensure the breadth of the data for data analysis. Moreover, a pilot study with two cooperating teachers was conducted. Intercoder reliability was established through two researchers' collaboration to confirm and establish the thematic analysis of the data that strengthened, and cohered the reliability and produced solid results. Thirty to thirty-five-minutes interview was conducted with participants and ensured the anonymity and secrecy.

The interview was transcribed, coded and recorded. The researcher used the coding technique for saving the participants' identities. After one month, the data analysis was completed. The researcher was directly involved in asking the questions. This led to the collection rich and true data from the cooperating teachers. Data analysis was completed through thematic analysis as described by Braun and Clarke (2012). This process includes reading the transcript, organizing information, identified early themes, and refining the topics for detailed reporting. Guba and Lincoln's (1989) criteria used for ensuring trustworthiness which were credibility, transferability, dependability and confirmability. Credibility was built through direct quotas from participants, open reporting, member checking to confirm interpretation. Transferability was accomplished through giving a description of the research environment. So, the others were able to evaluate its applicability in other institutions. Peer-review interpretation and an audit trail documentation in each stage of the procedure bolstered dependability. Confirmability was established through external audits, reflexivity, participant feedback, which reduced personal biases. In the research process ethical considerations are central. Participants' participation was voluntary after understanding the study purpose. Maintaining the participants privacy confidentiality which was sustained through coding of anonymous data. This approach maintains commitment, transparency, and ethical standards in examining the challenges faced by cooperating teachers. Without facing any consequences participants withdrew from the study at any stage.

Data Analysis and Interpretation

Data Analysis of Semi Structure Interviews of Cooperating Teachers

Question 1: What challenges did you encounter when hosting and mentoring prospective teachers during their practicum?

Theme: Challenges in Hosting and Guiding Prospective Teachers

Cooperating teachers pointed out that prospective teachers find it difficult to communicate with students, especially in boys' classrooms. They highlighted that "transportation", "maintaining discipline," and "peer duties" were all mentioned as problems. Cooperating teacher had trouble with "mentorship and classroom responsibilities," in "higher or smaller classes," as well as handling behavioral issues need extra attention. The variety of students demands need time and expertise for handling issues.

Question 2: How do you balance your mentorship role and teaching duties throughout the practicum?

Theme: Managing Teaching Responsibilities and Role of Mentor

According to cooperating teachers, "balance between mentoring and classroom responsibilities" and "time management," need extensive preparation for dual duties. They face challenges with "emotional students," which affect their schedule and affect the duties and "increased responsibilities". So, they stressed the necessity of resources and flexibility to satisfy mentoring and teaching responsibilities while focusing on "communication," emphasizing the importance of "prioritizing tasks," and a healthy "classroom environment".



Question 3: In your opinion, what form of assistance or instruction might improve cooperating teachers' experience in their mentorship role?

Support and Training for Cooperating Teachers

The cooperating teachers outlined a need for support in "resource management and timetable planning" to ensure a successful practicum, and training in "mentorship techniques" to balancing the responsibilities of teaching and mentoring. A "dress code" and "syllabus alignment" were considered important, and "seminars and workshops" were pushed for continual professional development. They highlighted the importance of "collaboration opportunities" and the need for sustained "professional development" for key areas such as "effective feedback," "communication strategies," and "classroom observation," which are all meant to raise the teaching practicum standard.

Question 4: What modifications or alterations could enhance the practicum experience?

Theme: Changing or Improving Aspects of the Teaching Practicum

Cooperating teachers indicated that preparation and teaching methods need to be improved through the inclusion of innovative approaches and the proper use of audio-visual aids. They pointed out that "confidence" among prospective teachers should be promoted through "clear guidelines and expectations" at the beginning of the practicum. Additionally, they suggested a more "structured practicum experience," longer "practicum duration," and better "communication and collaboration" between schools and universities. They also suggested creation of "mentorship programs" and providing "technology training" to improve the overall quality of the practicum experience.

Question 5: Would you like to add anything else about your experiences of being supervised or mentored throughout your practicum?

Theme: Enhancing the Teaching Practicum Experience

Cooperating teachers accentuated the need for "teacher training and discipline," stressed the importance of scheduling "training sessions and workshops" for stakeholders. They stress the importance of "resources," "effective teaching methods and behavior training" with the inclusion of technology that support the educational process. With this "structured teaching practices and feedback," "professional development," and "clear expectations and goals" should be implemented to increase the mentoring experience with an emphasis on "clear communication and cooperation" between universities and schools for the betterment of prospective teachers and the overall improvement of the teaching practicum.

Findings Related to Cooperating Teachers for Teaching Practicum Challenges

Study highlights the important challenges that faced by cooperating teachers during teaching practicum that are as under:

1. The finding emphasized that prospective teachers face difficulty in adjusting in the school environment as well as managing effectively managing classroom dynamics particularly in boys' classrooms.
2. Cooperating teachers identifies that struggle of prospective teachers with managing time effectively, maintaining discipline and sticking to timetables.
3. It was also discovered that the burden of balancing mentoring duties with teaching is difficult, many teachers need effective strategies to handle extra burden and responsibilities.
4. The study also pointed out that enhancements in teaching methods, clearly communicating expectations from the start of the practicum are very essential for the improvement of overall teaching practicum experience.
5. The study also pointed out that fostering collaboration and clear communication between universities and schools along with integrating technology and using digital portfolios can enhance the practicum experience.
6. The study found that structured ongoing professional development and mentorship programs including modern techniques of classroom management, training in modern teaching techniques are important for the support of cooperating and prospective teachers.
7. The finding emphasized that better resources management, training in mentorship skills, and timetable organization are essential for cooperating teachers in their role as mentors.



8. The study also pointed out that essential and necessary resources like audiovisual aids, computers, and technology are key for effective teaching practice during the practicum process.

Conclusions

Cooperating teachers' shared experience emphasized the importance of comprehensive training, role of mentoring and teaching, importance of effective time management, comprehensive and open communication on the role of mentoring, and teaching. Study recommends increased resources availability, refine strategies of mentorship, stronger collaboration between universities and schools, refining the length of practicum. Cooperating teachers stressed the need for a structured approach towards professional development with clear explanation for the success of mentoring relationships. Well structured and integrated practicum process is essential for both prospective teachers, and cooperating teachers.

Discussion

Research Question 1: What challenges have you experienced while hosting and guiding prospective teachers during their practicum?

Cooperating teachers describe the key challenges while guiding and hosting the prospective teachers during teaching practicum. Challenge includes lack of sufficient interaction with students, struggling with the adjustment to the school environment, particular challenges with managing boys' classroom. Cooperating teachers point out the difficulties in maintaining discipline, balancing additional teaching duties, timetable adjustment challenges, and transportation problems. As well as finding it challenging to balance mentoring and classroom especially in smaller or higher classes, where behavioural issues needed extra attention. These findings support of Mahmood & Iqbal (2018), who point out that during teaching practicum classroom and limitation of the infrastructure are obstacles. Tsikati & Dlamini (2019) stress that cooperating teachers need to spend more effort and time to manage diverse dynamics while helping prospective teachers. It is essential to make teaching practicum more effective through supporting cooperating teachers for managing these multi-layered challenges.

Research Question 2: How do you manage your teaching responsibilities alongside your role as a mentor during the practicum?

Cooperating teachers share challenges that they face in both managing duties of the classroom and their mentoring roles. Difficulties in time management especially workloads, prioritizing tasks, creating positive classroom environment, time management and the necessarily for careful planning. Key strategies for success involved maintaining effective communication. Likewise, they stressed the need for flexible and additional resources for managing both type of responsibilities. Lewis (2017) emphasized that cooperating teachers also struggle to balance of teaching and mentoring duties because of time pressure and mentoring duties. Suryati et al. (2023) stressed that for the modernized mentoring integration of technology and classroom management techniques are essential. This will provide a clear support to cooperating teachers for balancing their dual role effectively.

Research Question 3: What kind of support or training do you believe would enhance the experience for cooperating teachers in their role as mentors?

Cooperating teachers highlighted the need for more specialized training in areas like mentorship techniques, resource management, and timetable organization to improve the practicum experience. They also emphasized the importance of offering seminars and workshops focused on professional development, classroom observation, communication strategies, and giving constructive feedback. Cooperating teachers emphasized the significance of establishing clear guidelines, including dress code policies and syllabus alignment, as well as fostering opportunities for collaboration. These elements were identified as essential support mechanisms for the effective execution of the practicum experience. Lu (2013) emphasized training to help of cooperating teachers support both the emotional and professional growth of the prospective teachers. Similarly, Schwan et al. (2020), advocated foster collaboration between mentors, and mentees, and well-structured mentorship programs needed for professional growth. For



effective mentorship, roles of cooperating teachers, ongoing professional development and collaborative opportunities are essential. These steps are very essential for enhancing the overall improvement of the quality of teaching practicum.

Research Question 4: How can the teaching practicum experience be made better by improving things or changing? Cooperating teachers discussed different suggestions to improve the teaching practicum experience. They proposed utilizing audio-visual aids, introducing innovative teaching methods, and offering clear guidelines from the start of the teaching practicum. Cooperating teachers shared a number of useful suggestions to improve the practicum experience. They recommended introducing more creative teaching methods and making better use of audio-visual aids. They also emphasized the importance of providing clear guidelines right from the beginning. Improving communication and teamwork between schools and universities was another important point. Teachers also highlighted the need for mentorship programs and training in technology as essential components of improvement. These suggestions align with Azeem (2011), who pointed out the importance of having structured, well-defined practicum experiences to boost teachers' confidence. Likewise, Mahmood and Iqbal (2018) advocated for environments that encourage collaboration and creativity. If we take action on these ideas, it could make a real difference in the practicum experience for everyone involved.

Research Question 5: Is there anything else you would like to share regarding your experiences with practicum supervision/mentoring?

Cooperating teachers discussed the importance of discipline in teaching, and quality training with an emphasis on the need for professional development opportunities such as training sessions and workshops for all involved parties. They noted the importance of using effective methods of teaching, providing behavioural training, and ensuring access to resources of teaching such as technology. Additionally, the significance of improved communication and cooperation between universities, and schools, along with opportunities for continuous professional development were underscored. These observations correspond with Meegan et al. (2013), who emphasized challenges like insufficient training, logistical challenges, and limited interaction, as barriers to effective mentoring. Furthermore, Vo et al. (2018) stated that reinforced the importance of structured teaching practices to strengthen the mentoring process and ongoing professional development. By fostering a collaborative culture and addressing these gaps, the practicum can serve as a transformative stage in teacher education.

Recommendations

To address the question "What practical measures, alongside proposing a framework, can be implemented to enhance the quality of the teaching practicum experience?" the study provides a comprehensive framework for enhancing the teaching practicum.

Recommendations for Enhancing the Teaching Practicum Experience

Table 1 presents a recommended framework for increasing the quality of the teaching practicum experience.

Aspect	Actionable Steps
Mentorship Training	▶ Organize interactive workshops focusing on mentorship, including case study discussions and role-playing.
	▶ Pair experienced mentors with new cooperating teachers to offer guidance.
Resource Provision	▶ Develop a digital platform for easy access to lesson plans, teaching resources and strategies for classroom management.
	▶ Provide physical resources like audio-visual aids and other tools for the classroom before the practicum starts.
Communication Enhancement	▶ Schedule weekly meetings between the cooperating teacher, university supervisor, prospective teachers and school principal.
	▶ Share online calendar to set the schedules and expectations.



Aspect	Actionable Steps
Recognition and Incentives	<ul style="list-style-type: none"> ▶ Introduce an award for cooperating teachers “Cooperating Teacher of the Year” that is based on nominations from prospective teachers and faculty. ▶ Offer professional development credits or monetary stipends for cooperating teachers.
Workload Management	<ul style="list-style-type: none"> ▶ Support cooperating teacher by allowing a reduction in teaching hours, such as with teaching aides. ▶ Plan flexible scheduling for meeting to avoid conflicts with teaching schedules.
Behaviour Management Support	<ul style="list-style-type: none"> ▶ Offer workshops based on classroom management disruptions including scenarios based on practices for difficult situations. ▶ Provide access to behavioral support professionals for challenges cases.
Feedback Mechanism	<ul style="list-style-type: none"> ▶ Plan regular check-ins during the teaching practicum to ensure feedback is timely and constructive. ▶ Establish an online survey system to collect feedback that anonymous from prospective teachers and cooperating teachers.
Logistical Support	<ul style="list-style-type: none"> ▶ Ensure all compulsory teaching materials are delivered to the cooperative teacher’s classroom at least one week before the start of the teaching practicum.

Table 1 presents a complete framework designed for the improvement of the teaching practicum experience for cooperating teachers. This framework contains practical steps in areas like resources provision, workload management, mentorship training, communication, logistical support, behavior management support, feedback and tools to effectively guide prospective teachers in the improvement of classroom management, and ensure a positive practicum experience for everyone involved.

Recommendations for Future Research

Future studies may be conducted on the use of information and communication technology (ICT) tools for betterment of teaching practicum. Future research could investigate how lesson planning, student engagement, and classroom management would be beneficial. Such research provides valuable insight into how to best integrate technology within teacher preparation programs and provide strengthens future educational practices.



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