

Sajid Masood¹
Ghazal Khalid Siddiqui²
Muhammad Naeem Sarwar³

A Study of Experiences Causing Stress Among Student Teachers During Teaching Practice

Abstract

Teaching practice is a mandatory requirement for the prospective teachers during their program of study in teacher education institute. This practice provides a playing field where prospective teachers plan and implement different schemes of teaching and other related skills. This is a stage where stress is inevitable because other players also interact and intercept differently. The purpose of the research was to identify stress causing experiences among prospective teachers in private teacher institution during their teaching practicum. The study paradigm was positivist which advocates quantitative methodology and used survey design for data collection from 200 respondents who have completed practicum recently by administering a Survey of Practicum Stress. With response rate about 75% the data identified: Managing time, handling practicum-related assignments, observation by cooperating teacher, high expectations about performance, and managing classroom and behavior as most stressful experiences. Male student teachers reported workload during practicum as very stressful. Stress is reported more among student teachers belong to age group less than 25 years. Student teachers who completed their practicum in English medium schools experienced more stress as compared to those attended other schools. This study has implications for teacher educators, teacher education institutes, university supervisors, cooperating teachers and schools.

Key Words: Practicum, Stressful Experiences, Cooperating School

Introduction

Teaching practicum plays a crucial role in metamorphosis of prospective teachers. They develop part of their professional identity due to the metamorphosis. This phase of teacher preparation exposes them to realities of classroom, and they interact with other key players in school setting. Such interactions can expose student teachers with opportunities of professional growth and stress as well. Stress among student teachers during practicum can not only impact their identity (Roth-Sitko, Everett, Marnella & D'Angelo, 2015; Zhu & Zhu, 2018) but future performance as professional. Chaplain (2008) identified that 38% of secondary school respondents felt stress because of their practice experiences. Studies conducted in Germany (Zimmermann, Wangler, Unterbrink, Pfeifer, Wirsching, & Bauer, 2008) and in Australia (Murray-Harvey, Silins, & Saebel, 1999) have also identified high level of stress among respondents who have recently completed teaching practicum. It is evident that research is consistently focusing on identifying stress resulting from experiences during practicum because of the importance of hands-on learning and making it more efficient (Mahmoudi & Ozkan, 2016). In Pakistan research on this important aspect of teaching practicum is scarce thus warranting researchers to identify practicum related experiences if any causing stress as identified in other contexts.

Purpose of the Study

The purpose of this quantitative research was to know perspectives of the student teachers to ascertain their experiences during their teaching practices which are more stressful. These prospective teachers were enrolled in teacher preparation program being offered in a teacher education institution run not for profit in private sector, and have recently completed their teaching practicum. Differences in experiences were examined keeping in view gender, age and school where student teachers were posted for practicum.

Research Questions

¹ Corresponding author: Dr. Sajid Masood Assistant Professor, University of Management & Technology, Lahore, sajid@umt.edu.pk 0305-4440609

² Dr. Ghazal Khalid Siddiqui, Assistant Professor, University of Education Lahore
ghazalkhalid@ue.edu.pk

³ Muhammad Naeem Sarwar, Librarian, University of Education, Lahore
Naeem.sarwar@ue.edu.pk

The questions answered by this study are listed below:

1. What are most and least stress causing experiences among student teachers?
2. How male and female student teachers' perceptions about stress causing experiences during practicum vary on seven sub-scales of SPS?
3. Is there any difference in the mean score of student teachers of different age groups about stress causing experiences during practicum on seven sub-scales of SPS?
4. Is there any difference in the mean scores on seven sub-scales of SPS and perception of student teachers about stress causing experiences in different types of schools?

Literature Review

Teaching practicum is a mandatory requirement in almost all teacher preparation programs around the globe (Kokkinos & Stavropoulos, 2014; Pungur, 2007) as it not only exposes student teachers to the realities of the real classrooms but also a playground to apply concepts and strategies learned in their own university classes (MacKinnon, 2017). The student teachers apply the schemes and strategies in the real classroom, see their consequences and alter their learning and strategies accordingly (Pulou, 2007). A number of researches have indicated the vital role played by the teaching practicum in developing skills, professional identity and dispositions among student teachers and thus considered it very significant in developing overall décor of prospective teachers (Bullock, 2017; Dillon, 2017; Fung, 2005; Geng & Midford, 2015; Lacey, 1977; Lauriala, 1997; Mackinnon, 2017; Price, 1987; Smith & Lev-Ari, 2005; Thomas, 2017; Vick, 2006; Zeichner & Gore, 1990; Zhu, Iglesia, & Wang, 2020).

Student teachers, during practicum, are supposed to write detailed lesson plans, write scheme of studies, conduct and mark assessments, select appropriate content for the lessons, arranging or preparing resources for the lesson (like AVAids, transparencies, powerpoints, worksheets, flash cards etc.), mark class and home assignments etc etc. Managing all these alongwith teaching and fulfilling expectations put them in stress. A number of researchers have identified workload during practicum as stressful experience for student teachers (Berridge, & Goebel, 2013; Bullock, 2017; Cameron, Lester, & David, 2012; Dillon, 2017; D' Rozario, & Wong, 1998; Eksi & Yakisik, 2016; Grudnoff, 2011; Kokkinos, & Stavropoulos, 2009; Kokkinos, & Stavropoulos, 2014; Matika, 2011; Murray-Harvey et al., 2000; Okobia, Augustine, & Osagie, 2013; Thomas, 2017).

During practicum prospective teachers experience realities exist in real and one of the realities is dealing with inappropriate behaviors of the students and managing the class effectively. Student teachers are expected to manage class effectively, deal with students' behaviors, develop and maintain discipline among students, handle trouble makers, make unmotivated motivated, and control the class. Classroom and behavior management emerge as another stressful experience among student teachers as identified by a number of researchers (Danyluk, 2013; D' Rozario, & Wong, 1998; Kaldi, 2009; Kokkinos, & Stavropoulos, 2014; Marais & Meier, 2013; Berridge, & Goebel, 2013; Boz, 2008; Martins, Costa, & Onofre, 2015).

Supervision during practicum is entrusted to university supervisor and cooperating teacher. Student teachers are evaluated keeping in view the input of supervisors. Supervisors visit the class, observe the lessons, mark the lessons and conduct feedback sessions. Student teachers attend multiple sessions with the supervisors, communicate with them extensively and share their concerns and schemes. The supervisory style, communication, support, availability, feedback mechanism, and evaluation related stresses were studied by a number of researchers and identified these experiences as stressful during practicum (Celik, 2008; Wimmer, 2008; Danyluk, 2013; Fazio, & Volaute, 2011; Geng & Midford, 2015; Giddings, Vodde, & Cleveland, 2004; Kokkinos, & Stavropoulos, 2014; MacKinnon, 2017; Marais, & Meier, 2013; Okobia, Augustine, & Osagie, 2013; Thomas, 2017).

A number of researches highlighted process of teaching during the practicum and related stresses. D' Rozario & Wong (1998) surveyed pre-service teachers in Singapore and identified teaching during the practicum as a stressful experience among most of the student teachers. Kyriacou & Stephens (1999) pointed out that getting planning right is causing stress among student teachers. Beck & Konsik (2002) spotted perceptions of poor teaching among student teachers is associated with stress. Finding or unavailability of teaching aids, resources, instructional material were rated as most stressful experiences among student teachers (Kaldi, 2009; Matika, 2011; Okobia, Augustine, & Osagie, 2013; Busher, Gunduz, Cakmak, & Lawson, 2015). Teaching large class was also highlighted as stressful experience during practicum (Fazio, & Volaute, 2011; Matika, 2011; Martins, Costa, & Onofre, 2015).

Expectations from student teachers during practicum also trigger stress. Various studies have identified that unrealistic expectations (Bullock, 2017; Wadlington, Slaton, & Partridge, 1998), high expectations of teaching performance, expectations of successful performance (Dillon, 2017; Kokkinos, & Stavropoulos, 2009), and mismatch between expectation and reality (Grudnoff, 2011), were among the experiences causing stress during practicum.

During practicum student teachers spend most of the time working with cooperating teacher. Cooperating teacher is school based mentor and supervisor who helps student teachers to adjust with school environment, policies, and other routine matters. A healthy professional relation with cooperating teacher helps student teacher to accomplish practicum related goals. Various researchers focused this relationship and identified stressful experiences like interpersonal conflicts and academic malaise (Cameron, Lester, & David, 2012), emotionally uncomfortable process alongwith physical discomfort (Sumsion, & Thomas, 1999), maintaining good rapport (Wadlington, Slaton, & Partridge, 1998), less supportive role (Fazio, & Volaute, 2011), lack of guidance and effective communication and objective assessment from cooperating teacher (Hamaidi, D., Al-Shara, I., Arouri R., and Awwad, 2014).

Managing time during practicum also causing stress among respondents (Mou, 1997; Kokkinos, & Stavropoulos, 2014). Teaching practicum bears multiple expectations from student teachers and they face challenges in maintaining equilibrium between these expectations and their other personal responsibilities, thus the mismatch is also reported by a number of researchers a reason of stress between respondents (Celik, 2008; Danyluk, 2013). Student teachers experience stress causing experiences differently in different types of school they placed during practicum. They experience more stress in government and semi-government school as compared to private schools (D' Rozario, & Wong, 1998).

In Pakistan almost all teacher education programs have the teaching practice as one of its mandatory courses and is a requirement by NACTE. However, variations in duration of practicum are evident as it depends upon duration of the program, and its duration lasts from one semester to two semesters. The researcher has identified a few researchers (Gujjar, Naoreen, Saifi, & Bajwa, 2010; Khan, Fazal, & Amin, 2014; Reba, & Afridi, 2012) related to teaching practice in local context but had find hardly any which explored perspectives of student teachers about their experiences which they considered stressful during teaching practice. This warranted the need to undertake the current study.

Method

This was a quantitative study used questionnaire to collect data from student teachers.

Sample

The sample was selected by using convenient sampling technique and consisted of 200 respondents, from a private teacher preparation institute of Lahore. Sample composed of 200 student teachers with female (130) and male (70). The response rate was 75% and only 150 teachers, female (105) and male (45) have returned the survey. Age of 62 student teachers was below 25 years and 88 were of age more than 25. 91 of the sample took admission into pre-service program after completion of 14 years of education as compared to 59 having 16 years of education. Student teachers practice in various schools because these schools were requested by the institute to host the practicum.

Table 1

Detail of schools hosted teaching practice

School	No of Students Placed	Characteristics of the School
A	28	A well renowned missionary school founded in 1892
B	52	An English medium private school having a large student body
C	23	An Islamic school imparting contemporary education
D	20	An English medium school catering needs of students from preschool to Levels
E	27	A school run by not-for- profit organization

Instrumentation

The instrument developed by D' Rozario and Wong (1998) was used to data collection. The researcher got permission from the original authors to use the instrument (SPS) for the current study. The questionnaire used Likert scale (5=stressed me all the time, 4=stressed me most of the time, 3=stressed me some of the time, 2=never stressed me, and 1= experience not applicable). The SPS contains twenty-nine items which were further grouped in to 7 sub-scales or categories. These details are given in table 2. Furthermore, the instrument was pilot tested by the researcher and the reliability was .925 (Cronbach's alpha)

Table 2

Detail of sub-scales, number of items and Cronbach alpha coefficient for SPS

Scale Name	Number of Items	Reliability
Teaching & Managing	18,19,20,21,22,23,24	.874
Helping	25,26,27	.770
Workload	5,15,16,17,28,29	.768
Supervision	12,13,14	.749

Cooperating Teachers	10,11	.737
Overall performance	1,2,3,4,6	.725
New colleagues	7,8,9	.780

Findings

The data were analyzed by calculating percentage of responses, *t*-test and one-way ANOVA.

Most and Least Stressful Experiences

Table 3 presented the percent frequencies of responses of survey of practicum stress

Table 3

Frequencies of responses of SPS

S.No	Experiences	Percent frequencies of responses				
		1	2	3	4	5
1.	Fear of failing	5.3	45.3	31.3	12.7	5.3
2.	Striking a balance between the practicum and personal commitments	4	48.7	25.3	16.7	5.3
3	High expectations	11.3	26.7	29.3	24	8.7
4	Others expecting me to perform tasks beyond my current competency	8	23.3	45.3	13.3	10
5	Coping with the overall teaching workload	10.7	27.2	36.7	10.7	14.7
6	Managing practicum-related assignments	1.3	31.3	33.3	18.7	15.3
7	Communicating with and relating to admin	4	32.7	35.3	22	6
8	Communicating with and relating to teachers in the school	6.7	44	28.6	14.7	6
9	Communicating with and relating to my Cooperating teacher(s)	12.7	46	24	10.7	6.6
10.	Being observed by my Cooperating teacher(s)	11.3	32.7	22	21.3	12.7
11.	Being evaluated by my Cooperating teachers(s)	9.3	36.7	28.7	18	7.3
12.	Communicating with and relating to my supervisor	12	41.3	23.3	15.3	8
13.	Being observed by my supervisor	14.1	31.3	27.3	18.7	8.6
14.	Being evaluated by my supervisor	13.3	32.7	32.7	8	13.3
15.	Writing lesson plans	14	30	29.3	13.3	13.3
16.	Selecting appropriate content	10	24.7	40.7	13.3	11.3
17.	Preparing resources	8.7	32.7	31.3	13.3	14
18.	Rapport with pupils	14.6	38.7	31.3	12.7	2.7
19.	Delivering the lesson	12	36.7	34	12	5.3
20.	Communicating concepts	9.3	37.3	34	18	1.3
21.	Giving appropriate feedback	16.7	34	33.3	13.3	2.7
22.	Managing group work	18	28.7	35.3	15.3	2.7
23.	Managing individual seatwork	13.3	42	22	21.3	1.3
24.	Managing the class and enforcing discipline	13	34	25	21	7
25.	Helping pupils with learning difficulties	9.3	40	30	14.7	6
26.	Helping pupils with problems	15.3	34	28.7	16.7	5.3
27.	Teaching mixed ability classes	13.3	28.7	33.3	21.3	3.3
28.	Marking written work	17.3	31.3	32.7	17.3	1.3
29.	Managing time	12	30	22	17	19

Percentage of frequencies related to “stressed me most of the time” and “stressed me all the time” collectively considered as representative of most stressful experiences (D’ Rozario, & Wong, 1998) during practicum as reported by the respondents. Least and most stressful experiences as experienced by the respondents are highlighted in table 4.

Table 4

Stressful experience

Most stressful experiences	Least stressful experiences
Managing time	Establishing rapport with pupils
Managing practicum related assignments	Giving appropriate feedback to pupils
Being observed by my cooperating teacher	Communicating with and relating to my Cooperating teacher(s)
Having high expectations	Delivering the lesson
Managing the class and enforcing discipline	Fear of failing

According to the table 4, the student teachers experienced managing time during the teaching practicum as most stressful experience followed by managing practicum related assignments, being observed by the cooperating teacher, having high expectations regarding teaching and enforcing class discipline. Contrary to these, they experienced establishing rapport with pupils as least stressful experience followed by feedback to students, delivering lessons and fear of failing the practicum.

Table 5

Comparison of male & female student teachers' perceptions

Sub-Scales	Male (n=45)		Female (n=105)		t	p
	M	SD	M	SD		
Performance	2.95	.54	2.84	.69	.937	.350
Workload	3.08	.76	2.74	.79	2.44	.016*
New colleagues	2.82	.69	2.66	.74	1.22	.222
Cooperating teacher	3.08	.88	2.73	1.06	1.93	.055
Supervisor	2.91	.84	2.63	.97	1.71	.089
Teaching & Managing	2.73	.78	2.52	.75	1.55	.123
Helping	2.83	.81	2.60	.89	1.46	.146

*p<.05,

Table 5 shows that mean scores of male respondents were significantly higher than that of the female respondents on subscale “Workload”. Male respondents perceived workload related experiences as more stress causing as compared to their female counterparts. No significant differences were observed in case of other 6 sub-scales.

Perceptions of Student Teachers of Different Age Groups about Stress Causing Experiences

Table 6

Comparison of respondents by age group

Sub-Scales	Age<25 (n=62)		Age>25 (n=88)		t	p
	M	SD	M	SD		
Overall Performance	2.92	.57	2.84	.71	.685	.494
Workload	3.05	.62	2.70	.87	2.84	.005*
New colleagues	2.87	.70	2.59	.72	2.28	.024*
Cooperating teacher	3.14	.90	2.63	1.05	3.10	.002*
Supervisor	3.04	.79	2.48	.977	3.68	.000*
Teaching & Managing	2.85	.64	2.39	.79	3.86	.000*
Helping	2.93	.84	2.49	.85	3.10	.002*

*p<.05,

According to table 6 the mean scores of age group less than 25 years were significantly better than mean scores of respondents of age more than 25 on subscales “Workload, new colleagues, cooperating teachers, supervisor, teaching and managing, and helping”. This showed that younger respondents experienced more stress related to workload, working with new colleagues, cooperating teachers and supervisors, teaching and managing and helping. No significant difference was observed in case of overall performance during teaching practicum.

Stress Across Five Schools Hosted the Practicum

Table 7

One-way ANOVA for survey of practicum stress across five schools hosted the practicum

TSPS	SS	Df	MS	F	Sig.
Between	19.916	4	4.979	17.280	.000*
Within	41.780	145	.288		
Total	61.696	149			

*p<.05

ANOVA was significant thus indicated significant difference in stress causing experiencing among teachers who attended different schools for their teaching practice. Post hoc test revealed that student teachers who performed teaching practices in school B, C, and D had experienced more stressful experiences during the practicum as compared to student teachers posted in schools A & E.

Discussion

The study was conducted to find stress causing experiences of respondents during practicum. The study identified five most stressful experiences: (1) managing time, (2) managing practicum related assignments, (3) being observed by cooperating teacher, (4) high expectations, (5) class room / behavior management and five least stressful experiences as (1) establishing rapport with pupils, (2) feedback (3) communicating and relating to cooperating teacher, (4) delivering the lesson, and (5) fear of failing the practicum.

Mou (1996), Murray-Harvey, et al., (2000), Kokkins & Stavropoulos (2014) have identified managing time during practicum as a stressful experience in their studies. Murray-Harvey, et al., (2002) have identified observation of student teacher by cooperating teacher as a stressful experience. Similarly having high expectations during practicum is consistent with findings of D' Rozario, & Wong (1998). Class management and discipline are consistent with similar findings by a large number of researchers (Mou, 1997; D' Rozario, & Wong, 1998; Chaplain, 2008; Kaldi, 2009; Kokkinos, & Stavropoulos, 2009; Marais, Meier, 2013; Berridge, & Goebel, 2013; Boz, 2008; Danyluk, 2013; Martins, Costa, & Onofre, 2015).

Some of the least stressful identified experiences match with other studies like (1) establishing rapport with pupils (Murray-Harvey et al (2000), (2) feedback to students (D' Rozario, & Wong, 1998; Celik, 2008) (3) communicating and relating to cooperating teacher (Murray-Harvey et al 2000; Celik, 2008, (4) delivering the lesson (Celik, 2008), and (5) fear of failing the practicum (D' Rozario, & Wong, 1998).

This study also found that male respondents experienced workload as more stressful when compared with female respondents. This finding is contrary to findings of D'Rozario and Wong (1998) and Chaplain (2008) who identified that female respondents experience more stress as compared to male fellows whereas, Murray-Harvey et al (2000) identified no significant difference.

The respondents of age group less than 25 years experienced more stress during practicum on sub-scales workload, new colleagues, cooperating teachers, supervisor, teaching and managing, and helping as compared to student teachers belong to age group more than 25 years. This result is in contrary to findings of Chaplain (2008) who identified less stress among student teachers having ages less than 25 and more stress among those belong to age group more than 25.

Another finding of the study was difference in experiencing stressful experiences among five different types of school hosted the practicum. All of the schools where the student completed their practicum were private schools. Student teachers experienced more stress in schools B, C, and D. They experienced less stress in case of schools A &E. School A was a missionary school established more than a century back and school E was run not-for-profit. Schools D, B, and C were prominent English mediums. This finding is contrary to findings of the study conducted by D' Rozario, and Wong (1998) where they identified it as more stressful experience for teachers in government and semi-government school as compared to private schools.

Conclusion

Teaching practicum is a metamorphosis process where professional self, identity and disposition is further developed and reinforced. It exposes the realities of arena and helps student teachers to test their schemes, hypotheses and theories learned in the classroom. This process is supposed to be very nurturing in nature and if student teachers consistently experience stress then they could not get maximum benefit out of it. This study identified stressful experiences which are either consistent or contrary to findings of earlier studies. Workload related experiences appeared as most stressful among male student teachers. Age of student teacher is also associated with stress as student teachers less than 25 years of age experienced more stress. Experiences causing stress among student teachers differ in different school selected for teaching practicum.

Implications

The study has certain implications as it addressed an important component of teacher education. Teacher education institutes are supposed to develop capacity building of the prospective teachers to get maximum benefits out of the practicum. An early awareness of potential stressors related to practicum shall help the student teachers to develop coping strategies. Teacher education institutions shall realize the importance of cooperating schools and teachers and thus arrange orientation sessions with them prior to practicum. This shall help cooperating schools and teachers to know what are expected from them during practicum and how benefits associated with the practicum can be maximized.

References

- Beck, C. & Konsik, C. (2002). Components of a good practicum placement: student teacher perceptions. *Teacher Education Quarterly*, 29(2), 81-98.
- Berridge, G.G., & Goebel, V. (2013). Student teachers speak out. *Action in Teacher Education*, 35(5-6), 418-425.
- Boz, Y. (2008). Turkish student teachers' concerns about teaching. *European Journal of Teacher Education*, 31(4), 367-377.
- Bullock, S.M. (2017). Understanding candidates' learning relationships with their cooperating teachers: a call to reframe my pedagogy. *Studying Teacher Education*, 13(2), 179-192.
- Busher, H., Gunduz, M., Cakmak, M., & Lawson, T. (2015). Student teachers' views of practicum in Turkish and English contexts: a comparative study. *Compare: A Journal of Comparative and International Education*, 45(3), 445-466.
- Cameron, M., Lester, M., & David, T. (2012). Student teachers stress and physical exercise. *Proceedings of ASBBS*, 19(1), 974-992.
- Celik, M. (2008). Pre-service EFL teachers reported concerns and stress for practicum in Turkey. *Education and Science*, 33 (150), 97-109.
- Chaplain, R. P. (2008). Stress and psychological distress among trainee secondary teachers in England. *Educational Psychology*, 28(2), 195-209.
- D' Rozario, V., & Wong, A.F.L. (1998). A study of practicum-related stresses in a sample of first year student teachers in Singapore. *Asia Pacific Journal of Teacher Education & Development*, 1(1), 39-52.
- Danyluk, P. (2013). The role of prepracticum in lessening student teacher stress; student teachers' perceptions of stress during practicum. *Action in teacher education*, 35(5-6), 323-334.
- Dillon, D. (2017). Straddling teacher candidates' two worlds to link practice and theory: a self-study of successful and unsuccessful efforts. *Studying Teacher Education*, 13(2), 145-164.
- Eksi, G.Y. Yakisik, B.Y. (2016). To be anxious or not: student teachers in the practicum. *Universal Journal of Educational Research* 4(6): 1332-1339.
- Fazio, X., & Volaute, L. (2011). Pre-service science teachers' perceptions of their practicum classroom. *The Teacher Educator*, 46(2), 126-144.
- Fung, M.Y. (2005). A Philosophy of teaching practicum: construction of a personal theory of teaching and learning. *Teacher Development*, 9(1), 43-57.
- Geng, G., & Midford, R. (2015). Investigating first year education students' stress level. *Australian Journal of Teacher Education*, 40(6), 1-12.
- Giddings, M.M., Vodde, R., & Cleveland, P. (2004). Examining student – field instructor problems in practicum. *The Clinical Supervisor*, 22(2), 191-214.
- Grudnoff, L. (2011). Rethinking the practicum: limitations and possibilities. *Asia Pacific Journal of Teacher Education*, 39(33), 223-234.
- Gujjar, A. A., Naoreen, B., Saifi, S., & Bajwa, M. J. (2010). Teaching practice: Problems and issues in Pakistan. *International Online Journal of Educational Sciences*, 2(2), 339-361.
- Hamaidi, D., Al-Shara, I., Arouri R., and Awwad, F.A. (2014). Student-teachers' perspectives of practicum practices and challenges. *European Scientific Journal*, 10 (13), 191-214.
- Kaldi, S. (2009). Student teachers' perception of self-competence in and emotion / stress about teaching in initial teacher education. *Education Studies*, 35 (3), 394-360.
- Khan, M. I., Fazal, S., & Amin, M. (2014). Reflection in teacher education programs in Pakistan and the UK: A comparison. *Journal of Research and Reflections in Education*, 8(2), 132-138.
- Kokkinos, C. M., & Stavropoulos, G. (2009). Potential stressors in teaching: Student teachers' future occupational concerns. *Paper presented at the 11th European Congress of Psychology, Oslo, Norway*.
- Kokkinos, C.M., & Stavropoulos, G. (2014). Burning out during the practicum: the case of teacher trainees. *Educational Psychology*. DOI: 10.1080/01443410.2014.955461
- Kyriacou, C., & Stephens, P. (1999). Students' concerns during teaching practice. *Evaluation and Research in Education*, 13(1), 18-31.
- Lacey, C. (1997). *The socialization of teacher*. London: Methuen.
- Lauriala, A. (1997). The role of practicum contexts in enhancing change in student teacher's professional beliefs. *European Journal of Teacher Education*, 20(3), 267-282.
- MacKinnon, A. (2017). Practicum and teacher education: wrapped around your finger. *Studying Teacher Education*, 13(2), 231-238.
- Mahmoudi, F. Ozkan, Y. (2016). Practicum stress and coping strategies of pre-service English language teachers. *Procedia - Social and Behavioral Sciences*, 232, 494 – 501.

- Marais, P., & Meier, C. (2013). Hear our voices: student teachers' experiences during practical teaching. *African Education Review*, 1(2), 220-233.
- Martins, M., Costa, J., & Onofre, M. (2015). Practicum experiences as a source of pre-service teachers' self-efficacy. *European Journal of Teacher Education*, 38(2), 263-279.
- Matika, P. (2011). Trainee teachers' experiences of teaching practicum: issues, challenges, and new possibilities. *Africa Education Review*, 8(3), 551-567.
- Mou (1997). Concerns of student teachers: implications for improving the practicum. *Asia Pacific Journal of Teacher Education*, 25(1), 53-65.
- Murray-Harvey, R., Silins, H., & Saebel, J. (1999). A Cross-Cultural Comparison of Student Concerns in the Teaching Practicum *International Education Journal* 11(1), 32-44.
- Okobia, E.O., Augestine, O.E., & Osagie, R.O. (2013). An analysis of the perceived challenges faced by the student-teachers during teaching practice exercise. *Journal of Education & Practice*, 4 (11), 7-11.
- Poulou, M. (2007). Student-teachers' concerns about teaching practice. *European Journal of Teacher Education*, 30(1), 91-110.
- Price, D.A. (1987). The practicum and its supervision. In J. Eltis (Ed.), *Australian Teacher Education in Review*. Place of Publication Unknown: South Pacific Association for Teacher Education. Inc.
- Pungur, L. (2007). Mentoring as the key to a successful student teaching practicum: A comparative analysis. In T. Townsend and R. Bates (eds.), *Handbook of Teacher Education*. Netherlands: Springer.
- Reba, A., & Afridi, A. K. (2012). Perceptions of the trainee teachers regarding teacher education program in KPK Pakistan. *FWU Journal of Social Sciences*, 6(1), 79-88.
- Roth-Sitko, T. L., Everett, I. T., Marnella, M. H., & D'Angelo, F. D. (2015). Pre-service teachers' changing perceptions of diversity following an intensive urban teaching practicum. *Teacher Education and Practice*, 28(4), 581-582.
- Smith, K., & Lev-Ari, L. (2005). The place of practicum in pre-service teacher education: the voice of the student. *Asia Pacific Journal of Teacher Education*, 33(3), 289-302.
- Sumsion, J., & Thomas, P. (1999). Managing student teacher stress associated with practicum. *Journal of Early Childhood Teacher Education*, 20(3), 327-336.
- Thomas, L. (2017). Learning to learn about the practicum: a self-study of learning to support student learning in the field. *Studying Teacher Education*, 13(2), 165-178.
- Vick, M. (2006). It's a difficult matter: Historical perspectives on the enduring problem of the practicum in teacher preparation. *Asia-Pacific Journal of Teacher Education*, 34(2), 181-198.
- Wadlington, E.M., Slaton, E., Partridge, M.E. (1998). Alleviating stress in pre-service teachers during field experiences. *Education (ProQuest Educational Journal*, 119(2), 335-348.
- Wimmer, R. (2008). A multi-disciplinary study of field experiences: possibilities for teacher education. *The Journal of Education Thought*, 42(3), 339-351.
- Zeichner, K. & Gore, J. (1990). Teacher Socialization. In W. Houston, M. Haberman & J. Sikula (Eds), *Handbook of Research on Teacher Education*. New York: Macmillan.
- 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*, 1-5.
- Zhu, J., & Zhu, G. (2018). Understanding student teachers' professional identity transformation through metaphor: An international perspective. *Journal of Education for Teaching*, 44(4), 500-504.
- Zimmermann, L., Wangler, J., Unterbrink, T., Pfeifer, R., Wirsching, M., & Bauer, J. (Eds.). (2008). *Mental Health in a Sample of German Teachers at the beginning of their Occupational Career*. Berlin.