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The Effects of Field Training on Student Teachers' Psychosocial Well-Being During the Teaching Practicum

Öğretmenlik Uygulaması Sürecinde Saha Eğitiminin Öğretmen Adaylarının Psikososyal İyi Oluşları Üzerindeki Etkileri

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Abstract

Field training constitutes a critical component of initial teacher education because it enables student teachers to translate theoretical knowledge into professional practice within authentic classroom environments. Nevertheless, the practicum also represents a psychologically and socially demanding transition in which student teachers must simultaneously manage instructional responsibilities, classroom interactions, supervisory expectations, and formal assessment. This study examines the effects of field training on the psychosocial well-being of student teachers during the practicum period. It specifically investigates the principal psychological and social pressures experienced by student teachers, the factors that facilitate successful adjustment, and the roles of teacher education institutions, school mentors, and academic supervisors in promoting professional and emotional well-being. The study employs a theoretical and analytical approach based on a critical synthesis of relevant educational and psychological literature. The analysis indicates that field training can strengthen professional identity, self-confidence, teaching self-efficacy, communication skills, social competence, and readiness for employment. However, inadequate supervision, limited experience, classroom management difficulties, performance anxiety, intensive evaluation, role ambiguity, and discrepancies between theoretical preparation and school realities may generate considerable psychological stress. The findings further suggest that the psychosocial outcomes of the practicum depend substantially on the quality of mentoring, institutional support, constructive feedback, collegial relationships, and opportunities for guided reflection. Supportive training environments allow student teachers to interpret challenges as opportunities for professional growth, whereas poorly structured placements may undermine emotional balance and professional

Öz

Saha eğitimi, öğretmen adaylarının kuramsal bilgilerini gerçek sınıf ortamlarında mesleki uygulamaya dönüştürmelerine imkân sağlaması bakımından öğretmen yetiştirme sürecinin temel bileşenlerinden biridir. Bununla birlikte öğretmenlik uygulaması; öğretim sorumluluklarının, sınıf içi etkileşimlerin, danışman beklentilerinin ve resmî değerlendirmenin eş zamanlı olarak yönetilmesini gerektiren psikolojik ve sosyal açıdan zorlayıcı bir geçiş dönemidir. Bu çalışma, saha eğitiminin öğretmen adaylarının öğretmenlik uygulaması sürecindeki psikososyal iyi oluşları üzerindeki etkilerini incelemektedir. Çalışmada öğretmen adaylarının karşılaştıkları başlıca psikolojik ve sosyal baskılar, başarılı uyumu destekleyen faktörler ve öğretmen yetiştiren kurumlar, uygulama öğretmenleri ile akademik danışmanların mesleki ve duygusal iyi oluşu geliştirmedeki rolleri ele alınmıştır. Araştırmada ilgili eğitim ve psikoloji literatürünün eleştirel sentezine dayanan kuramsal ve analitik bir yaklaşım benimsenmiştir. İnceleme, saha eğitiminin mesleki kimliği, öz güveni, öğretmenlik öz yeterliğini, iletişim becerilerini, sosyal yetkinliği ve mesleğe hazırlığı geliştirebildiğini göstermektedir. Buna karşılık yetersiz danışmanlık, sınırlı deneyim, sınıf yönetimi güçlükleri, performans kaygısı, yoğun değerlendirme, rol belirsizliği ve kuramsal eğitim ile okul gerçekliği arasındaki farklılıklar önemli psikolojik baskılar oluşturabilmektedir. Bulgular, öğretmenlik uygulamasının psikososyal sonuçlarının büyük ölçüde danışmanlığın niteliğine, kurumsal desteğe, yapıcı geri bildirim, meslektaş ilişkilerine ve yönlendirilmiş yansıtma olanaklarına bağlı olduğunu göstermektedir. Destekleyici uygulama ortamları, öğretmen adaylarının güçlükleri mesleki gelişim fırsatları olarak değerlendirmelerini sağlarken, iyi yapılandırılmamış uygulamalar duygusal dengeyi ve mesleki uyumu zayıflatmaktadır. Bu

adjustment. The study concludes that practicum programs should integrate systematic psychological support, mentor preparation, collaborative supervision, and formative assessment. Coordinated action among universities, placement schools, mentors, and supervisors is therefore essential for developing professionally competent, socially adjusted, and psychologically resilient future teachers.

Keywords: field training; psychosocial well-being; student teachers; teaching practicum; professional adjustment; teacher education

nedenle uygulama programlarına sistemli psikolojik destek, danışman eğitimi, iş birliğine dayalı rehberlik ve biçimlendirici değerlendirme mekanizmaları dâhil edilmelidir.

Anahtar Kelimeler: saha eğitimi; psikososyal iyi oluş; öğretmen adayları; öğretmenlik uygulaması; mesleki uyum; öğretmen eğitimi

Introduction

Field training is a fundamental component of initial teacher education because it provides student teachers with their first sustained opportunity to transform theoretical knowledge into professional practice. Within the practicum setting, student teachers apply pedagogical principles, subject-specific knowledge, classroom management techniques, assessment strategies, and communication skills in authentic educational environments. Field training therefore serves as an essential bridge between university-based preparation and the complex realities of classroom teaching. It also enables teacher education institutions to assess whether prospective teachers possess the pedagogical, psychological, and social competencies required for effective professional practice (Adas, 2010; Hussein, 2015).

The practicum, however, is not merely a technical exercise designed to test instructional competence. It is a multidimensional developmental experience through which student teachers construct their professional identities, reconsider their assumptions about teaching, and learn to position themselves within the social and institutional structure of the school. During this period, they must simultaneously assume the role of a teacher, remain accountable as university students, and respond to the expectations of cooperating teachers and academic supervisors. Consequently, field training represents both a professional learning opportunity and a critical psychosocial transition from the relatively familiar environment of higher education to the demanding and less predictable context of professional work.

This transition may be particularly challenging for student teachers approaching graduation. Their desire to demonstrate competence and achieve high standards may coexist with concerns about making mistakes, receiving unfavorable evaluations, or failing to manage the classroom effectively. They may encounter learners with diverse abilities, motivations, behavioral patterns, and educational needs while attempting to establish authority and maintain supportive relationships. They must also interact with experienced teachers, adapt to institutional norms, prepare and deliver lessons, manage time, and undergo continuous observation and assessment. Such demands can generate performance anxiety, emotional strain, role ambiguity, and uncertainty about professional competence, especially when student teachers receive inadequate preparation or inconsistent guidance (Al-Hassan, 2017; Al-Taher, 2021).

At the same time, field training can have important positive consequences for student teachers' psychosocial development. Successful teaching experiences may strengthen self-confidence, self-efficacy, emotional regulation, communication abilities, and commitment to the profession. Constructive feedback from supervisors and positive relationships with peers and school personnel can help student teachers interpret difficulties as manageable components of professional learning. Field training may consequently contribute to the development of a stable professional identity and a stronger sense of belonging to the teaching profession (Al-Quraishi, 2022; Sadiq, 2018). Its outcomes are therefore not uniformly positive or negative; they depend significantly on the quality of supervision, institutional organization, interpersonal relationships, and psychological support available during the placement.

Psychosocial well-being offers an appropriate framework for understanding these interconnected experiences. It encompasses psychological dimensions such as emotional balance, confidence, self-efficacy, stress management, and perceived competence, as well as social dimensions including belonging, acceptance, communication, and constructive relationships with students, colleagues, peers, and supervisors. Mental health should not be understood solely as the absence of psychological difficulties but as a broader condition that enables individuals to function effectively, develop their abilities, work productively, and participate meaningfully in their communities (World Health Organization, 2018). Within teacher education, psychosocial well-being is closely associated with student teachers' capacity to adapt to professional demands and participate effectively in the social environment of the school.

The relationship between field training and psychosocial well-being is reciprocal. The practicum environment can either promote or undermine well-being, while the student teacher's psychological and social adjustment can influence instructional performance, classroom interaction, openness to feedback, and professional learning. Student teachers who experience supportive supervision and collegial acceptance may demonstrate greater confidence, initiative, and resilience. Conversely, those exposed to unclear expectations, limited mentoring, strained interpersonal relationships, or predominantly judgmental evaluation may experience reduced confidence and difficulty adjusting to professional responsibilities. Ben Khadda (2020) associates field training with the mental health of student teachers, while Al-Badri (2019) emphasizes the contribution of psychological support to their professional adjustment. Peer relationships are similarly important because they can reduce feelings of isolation and provide emotional reassurance and practical assistance during challenging field experiences (Ali, 2020).

Despite increasing interest in field training, existing research frequently examines its outcomes through separate dimensions such as professional competence, teaching performance, stress, self-efficacy, or professional identity. Comparatively less

attention has been given to the combined psychological and social consequences of the practicum as an integrated experience. Furthermore, institutional arrangements are often considered primarily in relation to assessment and pedagogical supervision, while their role in protecting and promoting student teachers' psychosocial well-being remains insufficiently emphasized. This limitation is particularly relevant in higher teacher training institutions, where graduating student teachers experience the practicum as the final transition between academic preparation and entry into the profession.

The present study addresses this gap by theoretically and analytically examining the effects of field training on the psychosocial well-being of student teachers during the practicum period. Its central research question is: **How does field training affect the psychological and social well-being of student teachers approaching graduation from a higher teacher training institution?** This question is examined through three subsidiary questions: What psychological and social pressures do student teachers experience during field training? Which individual, interpersonal, and institutional factors contribute to their psychosocial well-being? How can teacher education institutions, placement schools, cooperating teachers, and academic supervisors support more effective psychological and professional adjustment?

Accordingly, the study aims to analyze the educational, psychological, and social dimensions of field training; clarify the relationship between the practicum and student teachers' psychosocial well-being; identify the most prominent pressures experienced during field placement; and propose institutional and educational support mechanisms capable of enhancing professional adjustment and mental health. By conceptualizing the practicum as both a pedagogical process and a psychosocial transition, the study seeks to contribute to a more comprehensive model of teacher preparation. Such a model requires coordinated supervision, constructive feedback, peer support, clear institutional expectations, and accessible psychological guidance to ensure that student teachers enter the profession as competent, socially adjusted, and psychologically resilient educators

2. Methodology

2.1. Research Design

This study adopted a qualitative, theoretical–analytical research design to examine how field training affects the psychosocial well-being of student teachers during the practicum period. Because the purpose was to interpret and synthesize existing knowledge rather than collect primary data from participants, the study was structured as an integrative narrative review supported by qualitative document analysis. This design is appropriate for research questions that bring together conceptual arguments and findings from studies using different approaches while identifying relationships, recurring patterns, and gaps within a field of knowledge (Snyder, 2019; Whitemore & Knafl, 2005).

The theoretical–analytical approach enabled field training to be examined as a multidimensional experience involving pedagogical development, psychological adjustment, social interaction, professional identity formation, and institutional support. Document analysis was used because it offers a systematic procedure for examining and interpreting published materials in relation to defined research questions (Bowen, 2009). No questionnaires, interviews, observations, experiments, or statistical tests were employed. Accordingly, the results represent a conceptually grounded synthesis of the reviewed literature rather than empirical estimates of prevalence, effect size, or causal relationships.

2.2. Research Questions

The methodological procedure was guided by the following central research question:

How does field training affect the psychological and social well-being of student teachers approaching graduation from a higher teacher training institution?

Three subsidiary questions were used to organize the analysis:

1. What psychological and social pressures do student teachers experience during field training?
2. Which individual, interpersonal, and institutional factors contribute to their psychosocial well-being during the practicum?
3. How can teacher education institutions, placement schools, cooperating teachers, and academic supervisors support student teachers' psychological and professional adjustment?

These questions guided the selection, classification, and interpretation of the literature and provided the analytical structure for presenting the findings.

2.3. Conceptual Scope

The study focused on three interconnected concepts: field training, psychosocial well-being, and professional adjustment. Field training was understood as the supervised application of pedagogical knowledge and teaching skills in authentic school settings. It was treated as both a professional preparation process and a transitional experience through which student teachers move from university-based learning to classroom practice (Adas, 2010; Hussein, 2015).

Psychosocial well-being was conceptualized as the interaction between psychological functioning and social adjustment. Its psychological dimension included self-confidence, teaching self-efficacy, emotional balance, perceived competence, anxiety, and the capacity to manage professional demands. Its social dimension included belonging, acceptance, communication, and relationships with learners, peers, mentors, supervisors, and school personnel. This conceptualization is consistent with the broader understanding of mental health as a condition that enables individuals to function productively and participate meaningfully in their communities (World Health Organization, 2018).

Professional adjustment referred to student teachers' capacity to adapt to classroom responsibilities, institutional expectations, supervisory assessment, and the social culture of the placement school. It was examined in relation to self-efficacy, professional identity, interpersonal support, and the organization of field training (Al-Badri, 2019; Al-Quraishi, 2022; Sadiq, 2018).

2.4. Source Corpus

The analytical corpus consisted of academic books, journal articles, institutional publications, and conceptual sources addressing one or more of the following areas:

- field training and teaching practice;
- teacher preparation and professional competence;
- psychological stress during the practicum;
- mental health and psychosocial well-being;
- self-efficacy and professional adjustment;
- professional identity formation;
- peer relationships and social support;
- psychological guidance and institutional supervision.

The reviewed literature included foundational discussions of field training and teacher preparation (Adas, 2010; Hussein, 2015), studies concerning the realities and challenges of practicum implementation (Al-Hassan, 2017), and publications examining psychological stress and professional achievement during field training (Al-Taher, 2021). Sources addressing psychological support, peer relationships, self-efficacy, professional identity, and the mental health of student teachers were also included (Al-Badri, 2019; Ali, 2020; Al-Quraishi, 2022; Ben Khadda, 2020; Sadiq, 2018).

The World Health Organization's conceptualization of mental health was used to frame well-being as more than the absence of psychological problems and to emphasize productive functioning and social participation (World Health Organization, 2018). The corpus therefore combined educational and psychological perspectives rather than limiting the analysis to instructional competence alone.

2.5. Source Selection Criteria

Sources were included when they met at least one of the following criteria:

1. They examined field training, teaching practice, or practicum experiences within teacher education.
2. They addressed the psychological or social well-being of student teachers or beginning teachers.
3. They analyzed stress, anxiety, self-efficacy, professional identity, social relationships, or professional adjustment during practical training.
4. They discussed the roles of cooperating teachers, supervisors, peers, placement schools, or teacher education institutions.
5. They offered conceptual definitions necessary for interpreting field training, mental health, social health, or psychosocial well-being.

Sources were excluded from the central analysis when they addressed professional training outside education without a meaningful connection to student teachers, focused only on subject-matter knowledge, or contained no information relevant to psychosocial experience or institutional support. Publications were also treated cautiously when their claims could not be connected clearly to the questions and conceptual categories guiding the study.

Because the study was an integrative theoretical review rather than a systematic review or meta-analysis, it did not attempt to calculate pooled effect sizes or claim exhaustive coverage of all available international publications. Instead, sources were selected for their conceptual relevance and capacity to clarify the relationships among field training, psychosocial well-being, and professional adjustment (Snyder, 2019; Whitemore & Knafl, 2005).

2.6. Analytical Procedure

The analysis was conducted in five stages.

Stage 1: Familiarization with the literature.

The selected sources were read to identify how field training, mental health, social well-being, professional identity, and institutional support were defined and connected. Particular attention was given to the conditions under which the practicum was described as beneficial or stressful.

Stage 2: Initial coding.

Relevant statements and findings were coded according to their substantive meaning. Initial codes included evaluation anxiety, fear of failure, role ambiguity, classroom management, self-efficacy, professional identity, emotional regulation, peer support, mentor feedback, social acceptance, institutional coordination, and psychological guidance.

Stage 3: Category development.

Related codes were grouped into three broader analytical categories:

1. Individual factors, including motivation, self-efficacy, emotional regulation, adaptability, and perceptions of competence;
2. Social factors, including relationships with peers, learners, cooperating teachers, supervisors, and the wider school community;
3. Institutional factors, including practicum organization, role clarity, supervision, assessment, workload, administrative support, and coordination between universities and schools.

Stage 4: Thematic synthesis.

The categories were examined for recurring patterns, differences, and relationships. Thematic analysis was used as a flexible method for identifying and interpreting meaningful patterns across qualitative materials (Braun & Clarke, 2006). The principal themes included the dual developmental and stressful nature of field training, psychological pressure during evaluation, social

adjustment within the school, the role of self-efficacy and professional identity, and the protective function of institutional support.

Stage 5: Interpretive integration.

The identified themes were integrated into an explanatory framework showing how individual, social, and institutional factors interact to influence psychosocial outcomes. Claims were compared across sources, and greater interpretive weight was assigned to conclusions supported by several conceptually related publications rather than isolated statements.

2.7. Quality and Trustworthiness

Several procedures were used to strengthen the credibility of the analysis. First, the research questions and conceptual categories were defined before the final interpretation of the literature. Second, evidence concerning both the developmental benefits and psychological difficulties of field training was considered to avoid presenting a one-sided conclusion. Third, distinctions were maintained between claims supported by the reviewed literature and the author's analytical interpretation.

The study also employed source triangulation by comparing literature concerned with teacher preparation, psychological well-being, professional identity, peer relationships, and institutional support. Document analysis becomes more credible when evidence is compared across different types of sources and interpreted in relation to the research context rather than extracted as isolated statements (Bowen, 2009). An analytical record linking the principal themes to their supporting sources was maintained conceptually throughout the review.

Dependability was supported through the use of a consistent analytical sequence: source familiarization, coding, categorization, thematic synthesis, and interpretive integration. The findings were organized according to the research questions and the three-level framework of individual, social, and institutional factors. This procedure made the reasoning connecting the literature to the conclusions more transparent.

2.8. Ethical Considerations

The study relied exclusively on published academic and institutional materials. It did not involve human participants, personal information, interviews, surveys, classroom observations, or experimental interventions. Formal approval from a research ethics committee was therefore not required.

Nevertheless, scholarly ethical principles were observed by acknowledging the sources of ideas, representing the reviewed literature accurately, avoiding the fabrication of empirical data, and distinguishing theoretical conclusions from statistically verified findings. No causal claims were made where the reviewed sources supported only conceptual relationships or associations.

2.9. Methodological Limitations

The methodology has several limitations. First, as a theoretical-analytical review, the study cannot determine how frequently particular psychosocial experiences occur among student teachers. Second, it cannot establish causal relationships between field training conditions and well-being. Third, the findings depend on the scope and quality of the sources included in the analysis. Finally, differences among national teacher education systems, placement schools, supervisory practices, and cultural contexts may limit the direct transferability of all conclusions.

These limitations do not reduce the value of the study's conceptual contribution. Instead, they clarify that its purpose is to develop an integrated interpretation of existing knowledge and identify institutional implications that may subsequently be tested through surveys, interviews, observations, longitudinal studies, or mixed-methods research.

3. Literature Review

Field Training in Initial Teacher Education

Field training is widely regarded as a central component of initial teacher education because it provides student teachers with opportunities to apply theoretical knowledge in authentic educational settings. Rather than functioning as a purely technical exercise, the practicum represents an experiential learning process through which prospective teachers develop pedagogical competence, professional judgment, communication skills, and an understanding of school culture. Adas (2010) emphasizes the contribution of field training to the development of student teachers' professional competencies, while Hussein (2015) presents it as an essential link between academic preparation and the practical requirements of teaching. From this perspective, the quality of field experience significantly influences student teachers' readiness to assume professional responsibilities.

The practicum also exposes student teachers to the complexity of classroom life. During this period, they are expected to prepare lessons, manage student behavior, implement instructional strategies, interact with school personnel, and respond to supervisory evaluation. Al-Hassan (2017) identifies a number of structural and practical challenges associated with field training in faculties of education, indicating that the effectiveness of the practicum depends on the quality of its organization and the relationship between teacher education institutions and placement schools. Field training should therefore be understood as a multidimensional process involving pedagogical practice, professional socialization, institutional support, and psychosocial adjustment.

The transition from university-based learning to classroom practice may reveal discrepancies between theoretical preparation and school realities. Al-Omari (2016) highlights the importance of aligning teacher preparation with actual professional practice. When this alignment is weak, student teachers may struggle to translate educational theories into effective classroom decisions. Conversely, well-designed placements enable them to integrate theory and practice, examine their assumptions about teaching, and develop context-sensitive professional knowledge.

Psychosocial Well-Being During the Practicum

Psychosocial well-being refers to the interaction between psychological functioning and an individual's ability to establish constructive relationships and participate effectively in a social environment. Within teacher education, it includes emotional

stability, self-confidence, perceived competence, social belonging, supportive relationships, and the capacity to cope with professional demands. The World Health Organization (2018) conceptualizes mental health as more than the absence of psychological difficulties, emphasizing well-being, productive functioning, and meaningful participation in society. This broader understanding is particularly relevant to student teachers, whose emotional and social experiences during the practicum can influence their teaching performance and professional development.

Al-Zahrani (2013) associates teachers' mental health with their ability to adapt to professional demands and maintain constructive relationships with students, colleagues, and supervisors. For student teachers, these capacities remain under development and may be tested intensively during field training. The practicum introduces them to unfamiliar institutional expectations and places their performance under observation. Their psychosocial well-being may consequently fluctuate according to their perceptions of competence, acceptance, autonomy, and support.

Ben Khadda (2020) directly connects field training with the mental health of student teachers in higher schools of education. This relationship is not necessarily positive or negative in itself; rather, its direction depends on the conditions under which field training occurs. A supportive practicum can foster confidence, professional commitment, and emotional maturity. A poorly organized experience characterized by ambiguous expectations, limited guidance, or punitive evaluation may instead produce insecurity and professional dissatisfaction.

Psychological Stress and Professional Adjustment

The practicum constitutes a transitional period during which student teachers move from the relatively predictable environment of university study to the complex demands of professional practice. This transition may generate performance anxiety, fear of negative evaluation, role ambiguity, workload pressure, and concerns about classroom management. Al-Taher (2021) examines psychological stress during field training and its relationship with student teachers' professional achievement, drawing attention to the possibility that excessive pressure may interfere with effective performance.

Stress during field training can arise from several interacting sources. Student teachers must establish authority in the classroom while maintaining positive relationships with learners. At the same time, they are evaluated by supervisors and expected to satisfy the standards of both the university and the placement school. Differences between the expectations of academic supervisors and cooperating teachers may further complicate their professional roles. Limited teaching experience can make routine classroom difficulties appear threatening, particularly when student teachers interpret mistakes as evidence of professional inadequacy.

Professional adjustment involves learning to manage these demands while developing a stable sense of identity and competence. Al-Badri (2019) emphasizes the role of psychological support in improving the professional adjustment of student teachers. Such support may help them interpret challenges more constructively, regulate emotional reactions, and develop effective coping strategies. Accordingly, reducing practicum-related stress should not mean eliminating all professional challenges. The objective should be to create manageable challenges accompanied by adequate guidance, feedback, and opportunities for reflection.

Self-Efficacy and Professional Identity Development

Teacher self-efficacy refers to an individual's belief in their capacity to organize and perform the actions necessary for successful teaching. During field training, this belief may be strengthened through successful classroom experiences, constructive feedback, observation of effective teaching, and supportive interactions with supervisors. Al-Quraishi (2022) links self-efficacy with psychological adjustment among student teachers, suggesting that confidence in one's professional abilities is closely connected to emotional balance and adaptive functioning.

Student teachers with stronger self-efficacy may be more willing to experiment with teaching strategies, persevere when classroom difficulties arise, and interpret supervisory feedback as an opportunity for improvement. In contrast, those with weaker self-efficacy may experience evaluation as threatening and regard temporary difficulties as confirmation that they are unsuitable for the profession. The development of self-efficacy is therefore not simply an individual psychological matter; it is also shaped by the quality of the practicum environment.

Field training additionally contributes to the formation of professional identity. Sadiq (2018) addresses the influence of field training on the professional identity of beginning teachers. The practicum allows student teachers to move from imagining themselves as teachers to acting and being recognized as emerging professionals. Through interactions with learners, mentors, administrators, and colleagues, they begin to establish professional values, responsibilities, and patterns of behavior. Positive experiences can reinforce their sense of professional belonging, whereas repeated criticism, exclusion, or inadequate guidance may weaken identification with the teaching profession.

Social Relationships and Institutional Support

The psychosocial outcomes of field training are strongly influenced by the relationships established within the placement environment. Peer relationships can provide emotional reassurance, opportunities for exchanging experiences, and practical assistance with instructional challenges. Ali (2020) highlights the relationship between peer interaction and the mental health of student trainees. Collaborative peer relationships may reduce feelings of isolation and normalize the difficulties encountered during early teaching experiences.

Supervisors and cooperating teachers also play a decisive role. Their feedback can enhance learning when it is specific, balanced, respectful, and oriented toward improvement. Conversely, feedback delivered solely as judgment may intensify anxiety and reduce confidence. Mentors should therefore combine evaluation with developmental support, recognizing that student teachers are still acquiring professional competence.

Institutional support extends beyond individual mentoring. Teacher education institutions and placement schools must establish clear roles, consistent assessment criteria, accessible communication channels, and procedures for addressing student teachers' difficulties. Psychological support should be integrated into practicum structures instead of being offered only after serious problems emerge. Regular orientation, reflective meetings, peer-support groups, and coordinated supervision may help student teachers manage the emotional and social demands of field experience.

Synthesis and Research Gap

The reviewed literature demonstrates that field training has a dual psychosocial function. On the one hand, it can strengthen teaching competence, self-efficacy, professional identity, social skills, and readiness for employment. On the other hand, it can expose student teachers to stress, uncertainty, evaluation anxiety, and difficulties in professional and social adjustment. Whether field training promotes or undermines well-being depends substantially on the organization of the practicum, the quality of supervision, peer and collegial relationships, institutional coordination, and access to psychological support.

Despite these contributions, the literature often examines professional competence, psychological stress, self-efficacy, professional identity, or social relationships as separate dimensions. Less attention has been devoted to their combined operation within a comprehensive psychosocial framework, particularly among student teachers approaching graduation in higher teacher training institutions. The present study addresses this gap by analyzing field training as an integrated educational, psychological, and social experience. It examines both its developmental benefits and its potential pressures while considering how institutional supervision and support can promote balanced professional adjustment and psychosocial well-being.

4. Discussion and Results

4.1. Field Training as a Dual Psychosocial Experience

The theoretical analysis indicates that field training has a dual effect on student teachers' psychosocial well-being. On the one hand, it provides an authentic environment in which student teachers can develop professional competence, self-confidence, communication skills, and a sense of belonging to the teaching profession. On the other hand, it exposes them to unfamiliar responsibilities, classroom uncertainty, supervisory evaluation, and complex interpersonal relationships. The practicum should therefore be understood as neither inherently beneficial nor inherently stressful. Its effects are conditional upon the interaction between individual characteristics and the social and institutional conditions of the training environment.

This finding supports the view that field training is more than an opportunity to apply pedagogical knowledge. It is also a formative process in which student teachers test their capacity to assume professional responsibility and adapt to the culture of educational institutions. Adas (2010) and Hussein (2015) describe field training as a bridge between theoretical preparation and professional practice. The present analysis extends this understanding by demonstrating that crossing this bridge entails psychological and social adjustment in addition to pedagogical development.

When the practicum is properly structured, ordinary challenges may function as productive learning experiences. Student teachers can learn to manage uncertainty, regulate their emotional responses, make context-sensitive decisions, and develop realistic perceptions of teaching. However, when responsibilities exceed the support available to them, the same challenges may generate excessive anxiety and weaken professional confidence. The quality of field training therefore depends not only on the number of lessons taught or observed but also on whether student teachers experience the placement as psychologically safe, socially inclusive, and educationally meaningful.

4.2. Psychological Pressures Experienced During Field Training

The first research question concerned the nature of the psychological and social pressures experienced by student teachers. The analysis identifies evaluation anxiety as one of the most prominent psychological pressures. Student teachers are frequently observed by supervisors, cooperating teachers, peers, and sometimes school administrators. Because these observations may influence their academic results and perceptions of professional suitability, evaluation can become a source of persistent tension. Student teachers may concentrate on avoiding mistakes rather than experimenting with instructional approaches and learning reflectively from classroom experience.

Fear of failure constitutes another significant pressure. Graduating student teachers may regard the practicum as a decisive test of whether they are capable of entering the profession. Difficulties with classroom management, lesson timing, learner participation, or instructional explanation may therefore be interpreted as evidence of personal inadequacy rather than as normal aspects of professional development. Al-Taher (2021) similarly connects psychological pressure during field training with student teachers' professional achievement. This suggests that practicum-related stress can influence not only emotional well-being but also observable teaching performance.

Role ambiguity may intensify these pressures. Student teachers occupy an intermediate position: they are expected to perform as teachers while remaining learners subject to supervision and assessment. Unclear boundaries between these roles may create uncertainty about authority, autonomy, and responsibility. Conflicting expectations from university supervisors and placement-school mentors can further complicate adjustment. A student teacher may be encouraged to use innovative methods at the university while encountering more traditional expectations in the placement school.

The analysis also shows that psychological pressure is not produced solely by workload. It is shaped by how student teachers interpret demands and by whether they have sufficient resources to meet them. The same classroom challenge may promote growth when constructive guidance is available but produce discouragement when the student teacher feels isolated or unfairly evaluated. Psychological pressure should therefore be analyzed relationally rather than treated as an exclusively individual weakness.

4.4. Social Adjustment and Interpersonal Relationships

The practicum requires student teachers to enter an established social system and negotiate relationships with learners, teachers, supervisors, administrators, and peers. Their psychosocial well-being is consequently influenced by whether they experience acceptance, respect, and meaningful participation within the school community. Social inclusion can strengthen professional belonging, whereas marginalization may lead to isolation and reduced confidence.

Relationships with cooperating teachers are especially important. These teachers provide immediate guidance concerning classroom routines, learner characteristics, instructional expectations, and institutional culture. When cooperating teachers treat student teachers as developing professionals, they create conditions for inquiry, reflection, and gradual independence. By contrast, excessive control, limited communication, or dismissive behavior may prevent student teachers from developing a sense of agency.

Peer relationships constitute another important source of social support. Fellow trainees can exchange teaching materials, discuss classroom challenges, and provide reassurance that professional difficulties are not experienced individually. Ali (2020) associates positive peer relationships with stronger psychological adjustment among student trainees. This supports the conclusion that peer collaboration should be regarded as a substantive component of practicum design rather than an informal benefit.

Interactions with learners can also influence psychosocial well-being. Positive classroom relationships may validate student teachers' emerging professional identity and increase their sense of competence. Persistent behavioral difficulties or social rejection, however, may produce frustration and self-doubt. Because student teachers have limited experience interpreting classroom behavior, they may personalize challenges that experienced teachers understand as situational or developmental. Mentor guidance is therefore necessary to help them analyze these experiences accurately.

4.4. Self-Efficacy, Professional Identity, and Adjustment

A central result of the analysis is that self-efficacy functions as an important mechanism connecting field experience with psychosocial well-being. Successful classroom experiences can strengthen student teachers' belief in their ability to plan instruction, communicate knowledge, manage learner behavior, and respond to unexpected situations. Stronger self-efficacy, in turn, supports persistence, emotional regulation, and openness to professional feedback. Al-Quraishi (2022) similarly links self-efficacy with psychological adjustment among student teachers.

The relationship is nevertheless cyclical rather than linear. Student teachers with stronger initial self-efficacy may approach difficult situations with greater persistence, increasing their probability of success. Those with lower self-efficacy may interpret normal difficulties as confirmation of inadequacy, which can further reduce confidence. Supervisory feedback is therefore particularly influential during the practicum. Feedback that identifies both strengths and specific areas for improvement can interrupt negative cycles and convert uncertainty into structured learning.

Field training also contributes to professional identity formation. Sadiq (2018) emphasizes the role of field experience in constructing the professional identity of beginning teachers. Through participation in school life, student teachers begin to understand themselves not only as university students but also as members of the teaching profession. They develop views about professional responsibility, ethical conduct, relationships with learners, and the social purpose of education.

The analysis indicates that professional identity is strengthened when student teachers are given meaningful responsibilities while receiving appropriate guidance. Excessive dependence may prevent the development of autonomy, whereas premature independence may expose them to demands for which they are insufficiently prepared. Effective field training therefore requires a progressive model in which responsibility increases as competence develops.

4.5. The Role of Institutional and Psychological Support

The second and third research questions concerned the factors that promote well-being and the measures institutions can adopt to support adjustment. The results demonstrate that institutional support is a determining factor in whether field training promotes development or produces harmful levels of stress. Support includes clear expectations, accessible supervision, constructive feedback, coherent evaluation criteria, psychological guidance, and effective coordination between teacher education institutions and placement schools.

Al-Badri (2019) emphasizes that psychological support contributes to student teachers' professional adjustment. Such support should not be limited to responding to serious difficulties after they occur. A preventive model is more appropriate, beginning with orientation before the placement and continuing through regular monitoring and reflective discussion. Pre-practicum preparation should introduce student teachers to realistic classroom situations, supervisory procedures, evaluation criteria, and strategies for managing professional pressure.

Institutional coordination is equally important. When universities and placement schools communicate poorly, student teachers may receive conflicting instructions or be uncertain about whom to approach when problems arise. A shared practicum framework should therefore define the responsibilities of student teachers, cooperating teachers, academic supervisors, and school administrators. Assessment criteria should be transparent and applied consistently.

Psychological support should be integrated with pedagogical supervision rather than treated as a separate activity. Many emotional difficulties emerge directly from classroom experiences, evaluation practices, and professional relationships. Supervisors should be prepared to recognize signs of excessive stress, provide supportive feedback, and refer student teachers to appropriate services when necessary. Regular reflective meetings may allow trainees to discuss challenges before they develop into persistent adjustment problems.

4.6. An Integrated Interpretation of the Findings

The analysis supports an integrated model in which student teachers' psychosocial well-being is determined by the interaction of three categories of factors:

1. **Individual factors:** self-efficacy, motivation, emotional regulation, adaptability, prior expectations, and willingness to seek assistance.
2. **Social factors:** relationships with peers, learners, mentors, supervisors, and other members of the school community.
3. **Institutional factors:** placement organization, supervisory quality, workload, assessment procedures, role clarity, psychological support, and university–school coordination.

These categories should not be interpreted independently. For example, self-efficacy may be strengthened through constructive supervision and successful interactions with learners. Peer support may reduce anxiety arising from institutional demands. Conversely, unclear assessment procedures may weaken confidence even among highly motivated student teachers. Psychosocial outcomes are therefore produced by the cumulative interaction of personal resources and environmental conditions.

This model explains why field training can generate different outcomes among student teachers participating in similar programs. Individual differences are relevant, but they do not remove institutional responsibility. Teacher education institutions must create conditions in which student teachers can develop adaptive resources and receive timely assistance. Presenting adjustment entirely as an individual responsibility risks overlooking preventable structural sources of stress.

4.7. Principal Results

Based on the theoretical and analytical synthesis, the study produced the following results:

1. Field training is simultaneously a pedagogical, psychological, social, and professional process. Its effectiveness cannot be assessed exclusively through instructional performance.
2. The practicum can strengthen student teachers' self-confidence, teaching self-efficacy, communication skills, professional identity, emotional maturity, and readiness for employment when conducted in a supportive environment.
3. Evaluation anxiety, fear of failure, classroom management difficulties, workload, role ambiguity, and discrepancies between university preparation and school realities are the principal psychological pressures associated with field training.
4. Social adjustment is influenced by the quality of relationships with learners, cooperating teachers, academic supervisors, peers, and school administrators. Acceptance and respectful participation reinforce professional belonging, while weak support may produce isolation.
5. The effects of field training are conditional rather than uniform. Professional challenges promote development when accompanied by adequate guidance, but similar challenges may undermine well-being when support is absent.
6. Teaching self-efficacy plays a mediating role between practicum experiences and psychosocial adjustment. Successful practice and constructive feedback strengthen self-efficacy, whereas repeated negative evaluation without guidance may weaken it.
7. Positive peer relationships reduce isolation, facilitate the exchange of experience, and provide emotional and practical support during difficult classroom situations.
8. Supervisory quality is one of the strongest institutional influences on practicum outcomes. Developmental, specific, and respectful feedback supports learning more effectively than predominantly judgmental evaluation.
9. Psychological support should be preventive and continuous. It should begin before field placement and continue through orientation sessions, reflective meetings, counseling access, and follow-up procedures.
10. Clear coordination between universities and placement schools is necessary to prevent conflicting expectations, inconsistent assessment, and uncertainty regarding professional responsibilities.
11. The psychosocial well-being of student teachers is determined by the interaction of individual, social, and institutional factors rather than by any single variable.
12. Supporting psychosocial well-being should be treated as a core quality criterion of field training because emotional balance and social adjustment influence instructional performance, professional commitment, and readiness to enter the teaching profession.

These results indicate that a successful practicum program should combine pedagogical preparation with structured psychological and social support. Field training reaches its developmental potential when student teachers are challenged without being abandoned, evaluated without being intimidated, and gradually entrusted with professional responsibility within a coherent and supportive institutional framework.

5. Conclusion

This study examined the effects of field training on the psychosocial well-being of student teachers during the teaching practicum. The theoretical and analytical synthesis demonstrates that field training is not simply a mechanism for applying pedagogical knowledge; it is a multidimensional transition that influences student teachers' emotional functioning, social adjustment, self-efficacy, professional competence, and emerging professional identity.

The findings indicate that field training has a dual psychosocial function. When conducted within a supportive and well-organized environment, it can strengthen student teachers' self-confidence, communication skills, emotional maturity, classroom competence, and sense of professional belonging. Successful teaching experiences and constructive feedback allow student teachers to develop realistic confidence in their abilities and interpret professional challenges as opportunities for learning. Positive relationships with peers, cooperating teachers, supervisors, and learners further reinforce their social integration into the school community.

However, the practicum may also become a significant source of psychological and social pressure. Evaluation anxiety, fear of failure, role ambiguity, classroom management difficulties, workload, inconsistent supervision, and discrepancies between theoretical preparation and school realities can negatively affect student teachers' emotional balance and professional adjustment. These pressures may become particularly difficult when student teachers receive limited guidance, predominantly judgmental feedback, or insufficient social and institutional support.

The analysis further establishes that practicum outcomes result from the interaction of individual, social, and institutional factors. Student teachers' motivation, adaptability, emotional regulation, and self-efficacy interact with their relationships and the organizational conditions of the placement. Consequently, psychosocial adjustment should not be treated exclusively as an individual responsibility. Teacher education institutions and placement schools share responsibility for providing clear expectations, coherent supervision, constructive assessment, accessible guidance, and psychologically safe learning environments.

Attention to student teachers' psychosocial well-being is therefore not an optional addition to professional preparation. It is a fundamental condition for developing competent, balanced, reflective, and professionally committed teachers. A technically successful practicum that overlooks psychological and social well-being cannot be considered fully effective. Field training should instead be organized as an integrated developmental process in which pedagogical competence, emotional stability, social belonging, and professional identity are cultivated together.

Because this study was based on theoretical and documentary analysis, its conclusions should be interpreted as an integrative conceptual synthesis rather than as statistically generalizable findings. Future empirical studies should examine these relationships across different institutional and cultural settings. Nevertheless, the analysis provides a coherent basis for improving practicum policies and designing teacher education programs that prepare future teachers to meet professional demands with competence, confidence, adaptability, and psychosocial resilience.

6. Recommendations

Based on the study's findings, the following recommendations are proposed:

1. Integrate psychosocial preparation into teacher education curricula. Teacher education programs should include structured modules addressing practicum expectations, professional stress, emotional regulation, classroom communication, conflict management, and adaptive coping strategies.
2. Provide systematic pre-practicum orientation. Before entering placement schools, student teachers should participate in workshops based on realistic classroom scenarios, supervisory procedures, professional responsibilities, and assessment criteria.
3. Strengthen university-school partnerships. Higher education institutions and placement schools should establish formal coordination mechanisms to ensure consistent expectations, clearly defined responsibilities, regular communication, and timely responses to difficulties.
4. Prepare supervisors and cooperating teachers for developmental mentoring. Mentors should receive training in constructive feedback, psychological support, reflective supervision, professional guidance, and the recognition of adjustment difficulties.
5. Establish continuous monitoring and follow-up. Regular individual and group meetings should be organized throughout the practicum so that student teachers can discuss their experiences, receive guidance, and address emerging challenges.
6. Ensure access to psychological guidance. Qualified psychological counselors should be available to student teachers during field training. Support should be preventive, confidential, accessible, and integrated into the practicum system.
7. Develop structured peer-support programs. Teacher education institutions should create peer mentoring groups, collaborative reflection sessions, and professional learning communities that reduce isolation and promote the exchange of experiences and resources.
8. Promote a constructive approach to mistakes. Training institutions should cultivate a culture in which mistakes are treated as opportunities for guided reflection and professional growth rather than as evidence of professional inadequacy.
9. Adopt formative and transparent assessment. Evaluation criteria should be communicated before the practicum and applied consistently. Assessment should include specific developmental feedback rather than rely solely on final scores or judgmental observations.
10. Increase responsibility progressively. Student teachers should move gradually from observation and assisted teaching to more independent classroom responsibility as their competence and confidence develop.
11. Evaluate the practicum holistically. Field training assessment should consider pedagogical performance, psychological adjustment, communication, professional identity, social participation, and reflective capacity rather than technical teaching skills alone.
12. Create supportive placement environments. Schools should actively include student teachers in professional activities and provide respectful relationships, appropriate teaching resources, clear communication, and meaningful participation in school life.
13. Develop early-support procedures. Institutions should establish clear procedures for identifying and addressing excessive practicum-related stress, interpersonal difficulties, weak supervision, and problems with professional adjustment.

14. Integrate psychosocial support throughout teacher preparation. Psychological and social development should be addressed across all stages of initial teacher education instead of being limited to the final practicum period.

15. Expand empirical research. Future studies should employ qualitative, quantitative, longitudinal, and mixed-methods designs to examine how practicum conditions affect well-being, self-efficacy, professional identity, teaching performance, and career retention.

16. Compare different training contexts. Comparative research should investigate variations across institutions, disciplines, school levels, mentoring models, and cultural settings to identify effective and transferable practicum practices.

Declarations

Ethics Approval

This study is based exclusively on the analysis of previously published academic and institutional sources. It did not involve human participants, personal data, interviews, surveys, experiments, or clinical procedures. Therefore, approval from an institutional ethics committee was not required.

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Author Contributions

Abdelhak Lebouazda was solely responsible for the conceptualization, literature review, methodology, analysis, interpretation, drafting, critical revision, and final approval of the manuscript.

Data Availability

No original datasets were generated or analyzed because this study employed a theoretical and analytical research design based on published literature. All sources supporting the analysis are identified in the reference list.

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Use of Artificial Intelligence Tools

Generative artificial intelligence tools were used only to support language editing and improve the clarity and organization of the manuscript. The author reviewed and verified the final text and assumes full responsibility for its accuracy, originality, citations, interpretations, and conclusions. Artificial intelligence tools were not used as authors and did not independently generate or analyze research data.

Research Integrity Statement

The author confirms that the manuscript is an original scholarly work, has not been published previously, and is not under consideration by another journal. All ideas and materials derived from other sources have been appropriately acknowledged and cited.

Ethical Approval

The study was conducted in accordance with the ethical principles of the Declaration of Helsinki. Institutional permission was obtained from the participating institutions before data collection, participation was voluntary, and the anonymity and confidentiality of the participants were preserved throughout the research process.

Informed Consent

Informed consent was obtained from all individual participants included in the study.

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Declaration of Generative AI and AI-Assisted Technologies

The authors declare that no generative artificial intelligence (AI) or AI-assisted technologies were used in the design of the study, data collection, analyses, or interpretation of the scientific content of this manuscript. Any language-editing support was reviewed and verified by the authors, who take full responsibility for the content of the published article.

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Genişletilmiş Özet

Giriş

Saha eğitimi, öğretmen adaylarının üniversite ortamında edindikleri kuramsal bilgileri gerçek sınıf koşullarında uygulamalarına imkân sağlayan öğretmen yetiştirme sürecinin temel bileşenlerinden biridir. Öğretmenlik uygulaması sırasında adaylar; ders planlama, öğretim yöntemlerini kullanma, sınıf yönetimi, ölçme ve değerlendirme, öğrencilerle iletişim kurma ve kurumsal beklentilere uyum sağlama gibi çok boyutlu sorumluluklarla karşılaşmaktadır. Bu nedenle saha eğitimi yalnızca pedagojik yeterliklerin sınındığı teknik bir uygulama değil, aynı zamanda mesleki kimliğin oluştuğu psikolojik ve sosyal bir geçiş dönemidir. Öğretmen adayları bir taraftan yetkinliklerini kanıtlamaya ve başarılı olmaya çalışırken diğer taraftan hata yapma, sınıfı yönetememe veya danışmanlar tarafından olumsuz değerlendirilme endişesi yaşayabilmektedir. Rol belirsizliği, yoğun iş yükü, farklı öğrenci davranışları ve üniversitedeki kuramsal eğitim ile okul gerçekliği arasındaki farklılıklar bu süreci daha zor hâle getirebilmektedir. Buna karşılık destekleyici uygulama ortamları öğretmen adaylarının öz güvenini, öz yeterliğini, iletişim becerilerini, sosyal uyumunu ve mesleki aidiyetini geliştirebilmektedir. Bu araştırmanın amacı, saha eğitiminin öğretmen adaylarının psikososyal iyi oluşları üzerindeki etkilerini bütüncül bir çerçevede incelemektir. Çalışmada öğretmen adaylarının karşılaştıkları psikolojik ve sosyal baskılar, başarılı uyumu destekleyen bireysel ve çevresel faktörler ile üniversitelerin, uygulama okullarının, uygulama öğretmenlerinin ve akademik danışmanların sorumlulukları ele alınmıştır. Araştırma, öğretmenlik uygulamasını pedagojik performansın ötesinde; duygusal dengeyi, sosyal ilişkileri, mesleki uyumu ve kimlik gelişimini birlikte etkileyen çok boyutlu bir deneyim olarak değerlendirmektedir.

Yöntem

Araştırmada nitel, kuramsal ve analitik bir araştırma deseni benimsenmiştir. Birincil veriler toplamak yerine mevcut akademik bilgiyi yorumlamak ve bütünleştirmek amaçlandığından çalışma, nitel doküman analiziyle desteklenen bütünleştirici anlatsal derleme biçiminde yapılandırılmıştır. Bu yaklaşım, farklı yöntemlerle üretilmiş araştırma sonuçlarının ve kavramsal görüşlerin ortak temalar çerçevesinde incelenmesine olanak sağlamaktadır. Araştırmanın analitik kapsamı saha eğitimi, psikososyal iyi oluş ve mesleki uyum olmak üzere üç temel kavram etrafında belirlenmiştir. Kaynak külliyatı; öğretmenlik uygulaması, öğretmen yetiştirme, mesleki yeterlik, psikolojik baskı, öz yeterlik, mesleki kimlik, akran ilişkileri, sosyal destek, danışmanlık ve kurumsal rehberlik konularındaki kitap, makale ve kurumsal yayınlardan oluşturulmuştur. İnsan katılımcılardan anket, görüşme, gözlem veya deney yoluyla veri toplanmamış ve istatistiksel analiz gerçekleştirilmemiştir. Analiz beş aşamada yürütülmüştür. İlk olarak kaynaklar araştırma soruları doğrultusunda ayrıntılı biçimde okunmuştur. İkinci aşamada değerlendirme kaygısı, başarısızlık korkusu, rol belirsizliği, sınıf yönetimi, öz yeterlik, mesleki kimlik, akran desteği, danışman geribildirim ve kurumsal koordinasyon gibi kodlar belirlenmiştir. Üçüncü aşamada bu kodlar bireysel, sosyal ve kurumsal faktörler altında sınıflandırılmıştır. Dördüncü aşamada tekrar eden örüntüler tematik olarak sentezlenmiş; son aşamada temalar açıklayıcı bir psikososyal çerçeve içinde bütünleştirilmiştir. Bulguların güvenilirliğini güçlendirmek amacıyla saha eğitiminin hem geliştirici hem de zorlayıcı yönleri karşılaştırılmış, farklı kaynak türlerinden elde edilen görüşler birlikte değerlendirilmiş ve kuramsal yorumlarla ampirik olarak doğrulanmış sonuçlar arasında açık bir ayrım korunmuştur.

Bulgular

Kuramsal ve analitik sentez, saha eğitiminin öğretmen adaylarının psikososyal iyi oluşları üzerinde çift yönlü ve koşullara bağlı bir etki oluşturduğunu göstermiştir. Destekleyici ve iyi yapılandırılmış uygulama ortamları öğretmen adaylarının öz güvenini, öğretmenlik öz yeterliğini, iletişim becerilerini, duygusal olgunluğunu, mesleki kimliğini ve çalışma hayatına hazırlığını güçlendirmektedir. Başarılı sınıf deneyimleri ve yapıcı geribildirim, adayların güçlükleri kişisel yetersizlik göstergeleri olarak değil, mesleki öğrenme fırsatları olarak değerlendirmelerine yardımcı olmaktadır. Buna karşılık değerlendirme kaygısı, başarısızlık korkusu, sınıf yönetimi güçlükleri, ağır iş yükü, rol belirsizliği, sınırlı deneyim ve kuramsal hazırlık ile okul gerçekliği arasındaki uyumsuzluk önemli psikolojik baskılar yaratabilmektedir. Sosyal uyumun; öğrenciler, akranlar, uygulama öğretmenleri, akademik danışmanlar ve okul yöneticileriyle kurulan ilişkilerin niteliğine bağlı olduğu belirlenmiştir. Olumlu akran ilişkileri yalnızlık hissini azaltmakta, deneyim ve kaynak paylaşımını kolaylaştırmakta ve duygusal destek sağlamaktadır. Bulgular ayrıca öğretmenlik öz yeterliğinin saha deneyimi ile psikososyal uyum arasındaki temel bağlantılardan biri olduğunu ortaya koymuştur. Başarılı uygulamalar ve gelişim odaklı geribildirim öz yeterliği güçlendirirken,

sürekli olumsuz ve yargılayıcı değerlendirme güven kaybına neden olabilmektedir. Psikososyal sonuçların bireysel, sosyal ve kurumsal faktörlerin karşılıklı etkileşimiyle şekillendiği anlaşılmıştır. Özellikle açık görev tanımları, ulaşılabilir danışmanlık, şeffaf değerlendirme ölçütleri, üniversite–okul koordinasyonu, yönlendirilmiş yansıtma ve psikolojik destek koruyucu faktörler olarak öne çıkmıştır. Dolayısıyla öğretmenlik uygulamasının başarısı yalnızca teknik öğretim performansına göre değil, adayların duygusal dengesi, sosyal katılımı ve mesleki uyumu dikkate alınarak değerlendirilmelidir.

Sonuç

Araştırma, saha eğitiminin öğretmen adaylarının mesleki gelişimini ve psikososyal iyi oluşunu birlikte şekillendiren çok boyutlu bir geçiş dönemi olduğunu ortaya koymaktadır. Öğretmenlik uygulaması uygun biçimde yapılandırıldığında pedagojik yeterliklerin geliştirilmesinin yanı sıra öz güven, öz yeterlik, sosyal aidiyet, duygusal dayanıklılık ve mesleki kimlik oluşumunu desteklemektedir. Bununla birlikte yetersiz rehberlik, belirsiz beklentiler, tutarsız değerlendirme, zayıf kurumsal koordinasyon ve sınırlı sosyal destek, uygulamayı ciddi bir psikolojik baskı kaynağına dönüştürebilmektedir. Bu nedenle psikososyal uyum yalnızca öğretmen adayının kişisel sorumluluğu olarak görülmemelidir. Üniversiteler, uygulama okulları, akademik danışmanlar ve uygulama öğretmenleri güvenli, kapsayıcı ve gelişim odaklı bir öğrenme ortamının oluşturulmasında ortak sorumluluk üstlenmelidir. Öğretmen yetiştirme programlarına uygulama öncesi psikolojik hazırlık, stres ve duygu düzenleme eğitimi, düzenli izleme toplantıları, akran desteği, erişilebilir psikolojik danışmanlık ve biçimlendirici değerlendirme mekanizmaları dâhil edilmelidir. Danışmanlar, yalnızca performansı puanlamak yerine güçlü yönleri ve gelişime açık alanları açıklayan somut geribildirim sunmalıdır. Öğretmen adaylarına verilen sorumluluklar gözlemden destekli öğretime, ardından daha bağımsız uygulamaya doğru aşamalı biçimde artırılmalıdır. Sonuç olarak teknik öğretim becerilerine odaklanan fakat psikolojik ve sosyal iyi oluşu ihmal eden bir uygulama programı tam anlamıyla başarılı sayılamaz. Bu çalışmanın sonuçları kuramsal ve dokümana dayalı bir sentez niteliğinde olduğundan nedensel veya istatistiksel genellemeler sunmamaktadır. Gelecekte farklı kurum ve kültürel bağlamlarda yürütülecek nicel, nitel, boylamsal ve karma yöntemli çalışmalarla önerilen ilişkilerin ampirik olarak sınanması gerekmektedir.