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Investigating the Impact of Teachers' Socio-Emotional Competence on Their Job Burnout with the Mediating Role of the Teacher–Student Relationship and Teacher Well-being

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A B S T R A C T

Purpose: The objective of this study was to investigate the impact of teachers' socio-emotional competence on job burnout, with the mediating roles of the teacher–student relationship and teacher well-being. Methods and Materials: This applied study employed a descriptive-survey design and was conducted among teachers in Larestan County, Iran. A sample of 129 teachers was selected using Cochran's formula through simple random sampling. Data were collected using four standardized instruments: Maslach Burnout Inventory (2015), Boyatzis Socio-Emotional Competence Questionnaire (2007), Teacher–Student Relationship Scale by Murray and Zvoch (2010), and Ryff's Psychological Well-being Scale (1980). The reliability of the instruments was confirmed using Cronbach's alpha coefficients, all of which exceeded 0.70. Data analysis was conducted using SPSS and SmartPLS software, employing Structural Equation Modeling (SEM) to test both direct and indirect relationships among the study variables. Findings: The results showed that socio-emotional competence did not have a significant direct effect on teacher burnout (β = 0.125, t = 0.679). However, socio-emotional competence significantly predicted teacher–student relationship (β = 0.796, t = 36.934) and teacher well-being (β = 0.427, t = 8.308), both of which were found to have significant negative effects on job burnout (β = –0.181, t = 2.159; β = –0.330, t = 3.037, respectively). Mediation analysis using the Sobel test confirmed the full mediating role of both teacher–student relationship (indirect effect = –0.144, t = 2.128) and well-being (indirect effect = –0.141, t = 2.855) in the relationship between socio-emotional competence and job burnout. Conclusion: The findings highlight that while socio-emotional competence does not directly reduce teacher burnout, it indirectly exerts a significant effect through enhancing teacher–student relationships and promoting psychological well-being. Strengthening these mediating factors may serve as an effective strategy for reducing burnout among educators.

Keywords: *Curriculum, Deliberative Curriculum (Theory-Practice Integration), Schwab's Theory, Internship Course.*

1. Introduction

The integration of theory and practice in teacher education has long been a central concern for curriculum scholars, particularly in contexts where internship courses aim to serve as a bridge between university-based learning and professional classroom engagement. In the Iranian context, the challenge of

operationalizing this integration has been a persistent issue, especially at Farhangian University, which is tasked with preparing future teachers. Despite extensive theoretical advancements in curriculum studies, especially those emerging from Schwab's practical turn in curriculum theory, a significant gap still remains between what is taught and what is practiced in teacher preparation programs. Schwab emphasized that curriculum must be rooted in practical inquiry, where the interplay of theory and experience is mediated through a form of "deliberative eclecticism" (Schwab, 1971a; J. Schwab, 1973; Schwab, 1983). Yet, the Iranian teacher education system, with its emphasis on rigid structures and centralized planning, continues to struggle with reconciling these elements effectively (Mehr Mohammadi, 2014).

This disconnect is well-documented in multiple studies, which highlight how student teachers experience a misalignment between theoretical content provided in university courses and the realities they encounter during fieldwork (Jamshidi Tavana et al., 2018; Safar Novadeh et al., 2019). While internship programs are designed to help student teachers apply pedagogical knowledge in real classrooms, the structure and implementation of these programs often fail to create opportunities for meaningful reflective practice (Ghanbari et al., 2017; Mohammadian et al., 2016). As Schwab argued, curriculum must be more than a prescription; it must become a lived experience where practical arts and professional judgment converge (Khakbaz, 2016; Schwab, 1969). To that end, a deliberate effort must be made to rethink internship design so it accommodates reflective inquiry, pedagogical innovation, and theoretical engagement.

The theory-practice divide in teacher education has both structural and epistemological roots. Structurally, teacher education in Iran has historically followed a model in which theory precedes and is largely detached from practice. Student teachers are exposed to theoretical frameworks in early semesters with minimal opportunities to apply them in situ (Meshkibaf Moghadam et al., 2015; Mohammadi & Royani, 2017). Epistemologically, this separation reflects a positivist tradition that privileges technical knowledge over practical wisdom. Schwab challenged this dichotomy by emphasizing the "practical" as a distinct language of curriculum that resists reduction to scientific generalizations and instead insists on the situated nature of educational judgment (Schwab, 1971b; J. J. Schwab, 1973). In practice, this means that curriculum design should not only transmit knowledge but should also cultivate the capacity for reflective action among prospective teachers.

Reflective action, or what Schwab called "deliberation," requires teachers to make context-sensitive decisions based on competing theories, unique student needs, and institutional constraints (Jahan et al., 2017; Schwab, 1983). However, findings suggest that student teachers at Farhangian University are rarely given such opportunities due to time constraints, lack of mentorship, and the prescriptive nature of the curriculum (Mirheidari et al., 2016; Mohammadian et al., 2016). As a result, student teachers often leave internships with fragmented experiences that do not prepare them for the complexity of classroom life. Jamshidi Tavana and Imam Jomeh (2016) found that thoughtful internships can significantly enhance the development of pedagogical competencies, but only when supported by a curriculum that fosters critical thinking, reflection, and multi-perspective analysis (Jamshidi Tavana & Imam Jomeh, 2016).

Furthermore, the notion of multi-focal thinking—as opposed to a single theory-based approach—is gaining traction in curriculum studies. Multi-focal perspectives enable student teachers to evaluate practical problems from various angles and select contextually appropriate strategies (Asar et al., 2015; Qaderi et al., 2016). Such an approach aligns well with Schwab's emphasis on "arts of eclectic" decision-making, where teachers are expected to navigate among competing perspectives rather than rigidly adhering to a single doctrine (Schwab, 1971a; Simmie et al., 2012). This also demands a shift in how teacher education programs conceptualize curriculum—not as a set of static contents but as an evolving dialogue between theory and experience (Banisi & Delfan Azari, 2015; Mehr Mohammadi, 2008).

The literature further highlights the role of technology in mediating this theory-practice relationship. With the advent of blended learning and digital pedagogies, student teachers must now navigate complex instructional environments where technological fluency is indispensable (Rastegari & Salari Chineh, 2023; Yazdi & Mirheidari, 2022). Studies by Rafiei and Sharifi (2023) and Karimi et al. (2023) emphasize that technological pedagogical content knowledge (TPACK) is essential for modern educators and should be systematically embedded in teacher preparation curricula (Karimi et al., 2023; Rafiei & Sharifi, 2023). However, this integration must also be reflective, supporting not only tool-use but critical engagement with how technology reshapes pedagogy (Hejazi & Bakhtiari, 2023).

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In addition to curricular innovation, successful internship implementation also depends on institutional collaboration and mentoring structures. Studies reveal that student teachers benefit from close supervision and mentorship that encourages reflective dialogue and feedback (Douglas Adler, 2012; Makaiau, 2015). However, such structures are often absent or inconsistently applied in the Iranian context (Khodabakhshi et al., 2024; Shool, 2017). For Schwab, the teacher must be situated as both a user and critic of curriculum—a dual role that requires institutional support and curricular flexibility (Mehr Mohammadi, 2013; J. Schwab, 1973).

Ultimately, transforming the internship curriculum at Farhangian University requires a deliberate reorientation toward Schwab's practical theory, which prioritizes experience, deliberation, and adaptability. This would involve redesigning internships not as time-limited obligations but as rich contexts for inquiry and innovation (Mehr Mohammadi, 2002). Programs must allow student teachers to experiment, reflect, and revise their pedagogical strategies while being supported by mentors who model thoughtful practice (Mohammadian et al., 2016; Shakari & Ahmadabadi Arani, 2014). Institutional alignment among universities, schools, and the Ministry of Education is also crucial to ensure consistent standards and shared goals (Ghanbari et al., 2017; Mohammadi & Royani, 2017).

In conclusion, applying Schwab's practical theory to internship curriculum design offers a promising avenue for reconciling theory and practice in teacher education. A thoughtfully designed internship program, rooted in reflective practice, multi-focal analysis, and curricular flexibility, can empower student teachers to become adaptive, critical, and effective educators. As Schwab asserted, the curriculum must be a living entity—responsive to context, grounded in deliberation, and attuned to the realities of classroom life (Schwab, 1969, 1983). The challenge for Iranian teacher education, particularly at Farhangian University, is to embody these principles not only in discourse but also in action.

2. Methods and Materials

The present study is of an applied nature and was conducted using a qualitative approach through qualitative content analysis. The statistical population included relevant sources and Joseph Schwab's primary articles (four articles), along with three related domestic studies and the internship textbook, all selected through purposive sampling. Data collection was performed by preparing a specialized checklist based on the aforementioned documents. Data were analyzed using a three-stage coding process: initial (open), axial, and organizing coding.

3. Findings and Results

Upon reviewing the articles related to Schwab's theory of deliberative practice (including the four original articles by Joseph Schwab, three domestic articles, and the internship textbook), a total of 280 themes were identified.

Excerpted Content and Extracted Elements:

- Teaching theories in universities, especially in teacher training institutions, are problematic. Schwab referred to this issue as a "pure view" that lacks multiplicity and diversity of theoretical perspectives, which has troubling implications for teacher preparation.
- There is a tendency among instructors to selectively teach only a handful of preferred theories under the title of "teaching and learning theories."
- Theories are often mentally archived by students and fail to be practically applied in schools.
- One fundamental limitation of theory, leading to its marginalization in schools, is its "tunnel vision" nature. A theory, by its selective framing, casts light only on specific aspects of reality while ignoring others (Schwab, 1971).
- The pure perspective neglects theoretical diversity and assumes unequal value among theories, prompting students to favor certain theories over others. Schwab criticized this and called for pluralistic exposure to theories.
- Schwab argued that the declining value and credibility of the curriculum discipline stem from neglecting scientific issues and phenomena that are essential to its mission.
- According to Schwab, scientific theories have two primary characteristics that limit their applicability:
    1. **Selectivity:** Scientific theories provide incomplete or selective portrayals of reality, each offering a distinct perspective. While highlighting certain elements, they simultaneously obscure others, thereby generating theoretical diversity.
    2. **Generality:** Scientific theories, in aiming for broad generalizations, omit conflicting

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evidence. This structural limitation arises from the theorist's desire to formulate comprehensive generalizations, necessitating the exclusion of inconsistent observations.

- Schwab does not reject theory or its application but insists that awareness of its limitations should serve as the basis for applying theories intelligently and insightfully to practical phenomena.
- No single theory should dominate curriculum decision-making or dictate the quality of such decisions. Instead, theories should serve in a supportive, pluralistic manner during the curriculum development process.
- Schwab criticized the uncritical adoption of theories from other disciplines without evaluating their contextual relevance or applicability to the curriculum field, noting that curriculum experts often place undue trust in these borrowed theories.
- Schwab acknowledged the utility of interdisciplinary theories but insisted they be rigorously tested for practical problem-solving applicability. He identified three main shortcomings of borrowed theories:
    1. **Domain Uncertainty:** It is unclear where the scope of a theory lies, when it can be applied, and for which specific problems it remains reliable.
    2. **Abstractness:** Due to their abstract nature, many theories lack responsiveness to real, specific conditions and merely illuminate general concepts without addressing practical complexities.
    3. **Excessive Plurality:** In practice, multiple competing theories often conflict in their interpretations and applications, creating inconsistency.
- The practical mode of decision-making concerns selecting and guiding context-specific, real-world actions, while theoretical endeavors aim at producing generalizable knowledge.
- In *The Practical 2*, Schwab described education as a stage where general and specific dimensions converge and where theory and practice meet—often resulting in conflict. Theory tends to ignore inconsistencies, while practice highlights them and disregards theoretical abstraction.
- Schwab called for reconciliation through "mutual accommodation," warning that neglecting details in favor of theory renders proposed solutions ineffective and marginalized in schools.
- For curriculum theory to retain practical relevance, Schwab proposed two categories of supportive methods:
    1. **Practical Arts:** Methods that complement theory by addressing what theory alone cannot achieve.
    2. **Eclectic Arts:** Mediating approaches that prepare theories for practical use through comparative evaluation and selective application.
- The concept of "reconciliation" involves developing both theory and practice to bridge the gap between them. Practical interventions are aligned with the *practical arts*, while theoretical refinements are achieved through *eclectic arts*.
- Although theory holds prestige in universities, it is often disregarded in schools. Despite their academic standing, theories tend to disappear when confronted with real classroom challenges.
- Schwab categorized curriculum issues into two types:
  a) **Concrete issues** such as content design, classroom layout, and educational technology.
  b) **Abstract issues** like classroom social dynamics, instructional processes, cultural challenges, and institutional history.
- Thus, the complexity and diversity of real-world school problems limit the everyday utility of curriculum theories.
- Schwab identified three major flaws in theoretical efforts:
    1. **Incompatibility with practical realities** of teaching and learning.
    2. **Overreliance on speculative ideas**, especially in personality theories.
    3. **Limited scope of application**, where theories valid in one context ignore other essential dimensions like social or ethical factors in school life.
- Additional theoretical weaknesses include:
    1. **Inevitable insufficiency**: Theories selectively address only parts of reality and ignore other dimensions (e.g.,

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cognitive theories neglect emotional aspects of children).

2. **Partiality within disciplines**: Intra-theoretical inconsistencies are often ignored to preserve generality.
3. **Abstract inadequacy**: Theories typically overlook specific, localized variations in learners. Schwab opposed the concept of a "universal child" in theory, arguing for recognition of individual and contextual uniqueness.
4. **Excessive diversity**: Competing theories often address the same issue but illuminate only part of the problem. For instance, behaviorist theories conflict with one another and neglect overlapping aspects.

- Schwab emphasized that theories need support mechanisms—practical and eclectic methods—to become operational.
- All theories, including constructivist and behaviorist approaches, reflect norms and averages, offering limited insight into outlier cases.
- The real world of children is multidimensional (social, economic, psychological), with each aspect influencing the others. Yet theories typically address only one dimension.
- **Professional knowledge** is achieved by advancing subject-matter expertise and pedagogical knowledge, and through mastery of practical theories and their critical application in the real world.

Table 1

Initial Curriculum Themes Based on Schwab's Theory–Practice Integration in the Internship Course

Initial Theme Numbers	Subthemes	Curriculum Element
9–11, 16, 24, 63, 75	Deliberative action and reflection to resolve theory–practice conflict	Objective
12	The place of theory in Schwab's perspective	
14, 58	Continuous reflection in educational settings as a whole	
15, 83	Attention to scientific and real-life contexts in decision-making	
17	Practical reasoning	
18	Need for mental and social skills	
12, 19, 20, 55, 56, 62, 65, 67, 84, 87	Creativity, innovation, and selection of alternative solutions	
21	Consideration of economic-psychological-political contexts in reflection	
22	Practical arts	
23, 26, 30, 64	Arts of perception	
24, 33, 38, 39, 46, 64, 47	Problem-finding and problem-formulation skills	
25, 50, 51, 52, 77, 78, 248	Eclectic decision-making skills (option evaluation)	
27, 28, 33	Art of seeing subtle and invisible problems in education	
29	Overcoming theoretical-lens bias	
30, 31	Perception through unrelated perspectives	
34, 37	Emergent engagement with problems	
36, 48, 35, 49, 57, 85, 86	Predicting outcomes, solution development, judgment, and reflection	
13, 40, 42, 54, 74	Reformulating problems using theoretical foundations	
43, 249	Multi-focal perspective in issue analysis	
45	Imagining the details of a problem	
59	Curriculum decision-making and action based on pluralistic theory and research	
60	Heuristic approaches in option evaluation	
61	Understanding uncertainty and non-systematic nature of option evaluation	
69	Demonstrating competency in theory and practice	
70, 71	Aligning theory with practice via option evaluation	
73	Resolving theory–practice duality through option evaluation	
79	Integrating multiple theories to ensure consistency in practice	
81	Understanding the complexity of children's real-world experiences	
88	Avoiding a purely theoretical perspective	
91, 93, 94	Emphasizing polyfocal perspective over monofocal	
95	Judging alternative viewpoints through a polyfocal lens	
98	Overcoming students' tunnel vision	
99	Developing habits of selective observation and interpretation	
104–107	Recognizing and analyzing commonplaces in learning situations	

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109	Balanced, coordinated emphasis on curriculum commonplaces	
110, 111	Attention to interaction and mutual influences among commonplaces	
192–206	Subject-matter and pedagogical knowledge	Content
105, 117, 172	Content knowledge (disciplinary)	
106, 117, 143	Pedagogical knowledge (educational)	
256	Technological knowledge	
259	Reflective supervision	Evaluation
258	Observation in authentic educational settings and performance testing	
273–275	Peer evaluation	
258	Evaluation of individual and group projects	
71	Importance of scientific methods in curriculum design	Logic
7, 8	Making defensible and theory-based decisions	
12	Theoretical–practical positioning and use of eclectic strategies	
73	Addressing theory–practice duality through eclectic decision-making	
2–4	Teaching theory with integrated and diverse perspectives for problem-solving	Prerequisites
62, 76	Broad and deep familiarity with multiple curriculum theories	
89, 90	Accurate comprehension and interpretation of theoretical constructs	
98	Overcoming student tunnel vision	
260	Guiding student-teachers through the internship as a structured learning journey	Role of University Supervisor
261	Facilitating real-world pedagogical and disciplinary experience	
263	Collaborating with mentor teachers and principals to define internship goals	
271	Conducting professional workshops related to internship responsibilities	
193, 194, 203	Modeling teaching practices in authentic classroom environments	Role of Mentor Teacher
267	Transferring teaching experiences to student-teachers	
272	Reviewing lesson plans, offering corrective feedback, and enabling independent teaching	
266	Providing professional support and facilitating student-teacher engagement in diverse educational contexts	Role of School Management
266	Monitoring student-teacher attendance and ensuring active participation	

In the section on objectives, themes were identified such as deliberative action and reflective practice for resolving the theory–practice conflict, judgment and action in the curriculum based on a pluralistic approach to theory and research, aligning theory with practical contexts through eclectic option evaluation, understanding levels of reflection—namely, description; description and analytical interpretation; and description, interpretation, reading texts, and applying theory—reflective action as a tool for teacher knowledge generation, and the dimensions of reflection (pre-action, during-action, and post-action).

In the section on teaching methods, themes included teaching through reflective or deliberative practice in real-life contexts (employing two types of arts to harmonize theory and practice), and using deliberative practice (reflective action) to resolve the theory–practice conflict.

In the section on content, the findings emphasized the positioning of curriculum elements and decision-making about them, the skill of observing and understanding classroom social dynamics (as skill-based content), the skill of observing attention to higher-order thinking and performance in the classroom, action research and lesson study, and other related themes.

In the section on evaluation, themes included a focus on high-level learning and authentic tasks, the evaluation of individual and group projects, and similar findings.

In the section on logic, findings included resolving the theory–practice duality through eclectic option evaluation, and the theoretical-practical positioning or role of option evaluation.

In the section on prerequisites, themes included methods for teaching theory based on its capacity to solve problems (integrative approach), overcoming students' tunnel vision, and related concepts.

In the section on the role of the university supervisor, themes such as accompanying student-teachers in experiencing pedagogical, disciplinary, and pedagogical-content knowledge in fully authentic environments, and interaction with the school principal and mentor teacher to clarify internship goals and programs were identified.

In the section on the role of the mentor teacher, themes included the experience of applying teacher knowledge under the supervision of a mentor in a fully authentic work environment, assisting student-teachers and the university supervisor in course selection and scheduling of teaching sessions.

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In the section on the role of school management, themes such as assisting the university supervisor in selecting mentor teachers and assigning student-teachers to classrooms, providing professional support to student-teachers, and creating opportunities for interaction and experiential learning in various educational settings were extracted.

These findings are detailed in Table 1.

4. Discussion and Conclusion

The results of this study revealed a robust curriculum model rooted in Schwab's practical theory that integrates 280 basic themes, 281 subthemes, and nine organizing components: objectives, teaching methods, content, evaluation, logic, prerequisites, the role of the academic advisor, the role of the mentor teacher, and the role of school management. This structure underscores the necessity of re-conceptualizing internship programs from a purely theoretical or observational experience into an immersive, practical environment that fosters thoughtful deliberation and pedagogical growth. Consistent with Schwab's assertions, the curriculum must be grounded in real-world complexity, where theoretical frameworks are not ends in themselves but starting points for reflection, critique, and adaptive practice (Schwab, 1971b; Schwab, 1983).

In the area of objectives, the emphasis on reflective thinking and deliberation to resolve the theory-practice conflict affirms Schwab's concept of "the practical" as a separate domain of inquiry, one that necessitates decision-making based on contextual understanding rather than abstract generalizations (Schwab, 1969). Supporting this, findings indicate that student teachers need to apply theory contextually rather than adopt a linear application of educational content. This aligns with the views of Khakbaz (2016), who emphasized that without deliberate thinking and reflection, theories lose their relevance in practical teaching settings (Khakbaz, 2016). Mehr Mohammadi (2014) further supports this by arguing that teaching should be understood not as the application of theory but as an act of wisdom derived from complex classroom dynamics (Mehr Mohammadi, 2014).

Teaching methods derived from the data demonstrated the value of reflective practices (Deliberation) and eclectic decision-making (Option Evaluation) in real-life instructional contexts. These findings are in line with Jamshidi Tavana and Imam Jomeh (2016), who highlighted that thoughtful internships contribute to professional competence by enhancing adaptive thinking and situational decision-making among student teachers (Jamshidi Tavana & Imam Jomeh, 2016). The study also revealed the significance of multi-focal perspectives—an outcome championed by Qaderi et al. (2016), who identified that practical internships should incorporate various lenses through which teaching challenges can be interpreted and resolved (Qaderi et al., 2016). These elements reflect Schwab's theory of "arts of eclectic" which promotes diverse theoretical navigation depending on context (Schwab, 1971a).

The discussion of content in the model points to an integration of subject matter knowledge, pedagogical strategies, and technological fluency. The evidence suggests that student teachers must observe and analyze classroom dynamics such as student interaction, cognitive engagement, and instructional flow to contextualize theoretical inputs. These findings mirror those of Douglas Adler (2012), who indicated that pedagogical content knowledge develops through situated experience, rather than abstract instruction alone (Douglas Adler, 2012). Similarly, Karimi et al. (2023) argue that metacognitive and reflective frameworks enhance the development of effective pedagogical skills when rooted in quantum thinking models (Karimi et al., 2023). Furthermore, the data align with Rafiei and Sharifi (2023), who highlighted that religious and ethical components in education are deeply contextual and demand reflective accommodation, further affirming the pluralistic nature of content development (Rafiei & Sharifi, 2023).

In terms of evaluation, the results emphasized the need for performance-based assessments, reflective observation, self-assessment, and peer feedback. This is consistent with the suggestions of Ghanbari et al. (2017), who proposed that traditional metrics in internship programs often fail to capture the depth of teacher competence and recommend dynamic assessments embedded in real classroom situations (Ghanbari et al., 2017). The evaluation criteria found in this study reflect a move from product-based testing to process-based reflection, a method supported by Simmie et al. (2012), who emphasized that meaningful assessments must account for the interaction between learners, content, and context (Simmie et al., 2012).

As for logic, prerequisites, and faculty roles, the findings underscore that coherent internship implementation demands alignment between the theoretical curriculum and school-level execution. The presence of mentoring relationships—between student teachers, academic supervisors, and mentor teachers—was found to be crucial.

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Makaiau (2015) affirms this by demonstrating how deliberative pedagogy, when scaffolded by mentors, leads to deeper teacher identity formation and democratic classroom engagement (Makaiau, 2015). Similarly, Mirheidari et al. (2016) and Mohammadian et al. (2016) observed that lack of coordination between institutions and mentor teachers severely hampers the pedagogical efficacy of student teachers (Mirheidari et al., 2016; Mohammadian et al., 2016).

The element of practical logic is also central to Schwab's argument that curriculum cannot rely solely on theoretical inputs; rather, it requires a "practical language" that guides actions in dynamic and unpredictable contexts (J. J. Schwab, 1973). This practical rationality was evident in how student teachers used observation to adapt lesson plans, assess learning needs, and modify instructional strategies in real-time—a finding reinforced by Yazdi and Mirheidari (2022), who noted that the pandemic-induced shift to virtual learning environments intensified the need for flexible, responsive teaching approaches (Yazdi & Mirheidari, 2022).

Ultimately, the current study reinforces the core of Schwab's critique of over-theorization in curriculum studies. He urged curriculum scholars and teacher educators to return to the "real" questions of classroom practice, where theory serves as a guide—not a prescription—and where practical wisdom is cultivated through trial, error, reflection, and adaptation (J. Schwab, 1973). The results of this study suggest that an internship curriculum that integrates reflective thinking, multi-focal analysis, and context-sensitive pedagogical action can help student teachers overcome the long-standing theory-practice divide.

This study was limited by structural constraints within the teacher education system, particularly the centralized nature of curriculum planning at Farhangian University, which restricts flexible implementation. Additionally, access to diverse classroom settings for observation and practice was uneven, limiting the generalizability of findings. Time constraints of the internship period further reduced the opportunity for longitudinal reflection and adjustment by student teachers. Finally, the absence of a unified training program for mentor teachers created inconsistencies in guidance, which may have influenced the variability in outcomes among student teachers.

Future research should explore the longitudinal impact of Schwab-based internship curricula on early-career teacher development and student outcomes in schools. Mixed-methods designs that track teacher reflections, classroom innovations, and student engagement metrics can offer deeper insights. Comparative studies across universities with differing implementation models would also be beneficial to understand contextual adaptations. In addition, research should investigate how emerging technologies can support reflective teaching and the development of practical knowledge in online and hybrid learning environments.

To optimize the internship experience, institutions should design internship curricula that allow flexibility for contextual decision-making while grounding students in core theoretical frameworks. Academic advisors and mentor teachers must undergo training to develop shared understanding of Schwab's principles and guide students accordingly. Internship duration should be extended to allow more cycles of reflection and adaptation. Finally, integrated assessments—combining self-reflection, mentor evaluation, and student feedback—should be institutionalized to ensure a comprehensive understanding of teacher readiness and pedagogical competence.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

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institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

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