

The research in hand was developed keeping in view the three major objectives. Main objectives of the study were to explore the major factors influencing the teaching practicum practices in our academic institutions; to compare the differences between perceptions of prospective teachers of different universities about our six independent factors with respect to one another and to compare the differences between perceptions/opinions of male and female schools heads regarding our six independent factors with respect to one another. The research was conducted by applying the quantitative analysis. The population of the study was based on two major section. Population (A) was based on the prospective teachers of four public universities of twin cities while population (B) was based on the school heads of model colleges located in Islamabad. Purposive sampling technique was used for the selection of sample. From the population A, prospective teachers of 4 universities were selected as sample. From population B, all the school heads were considered. Population size was considered as sample size of the study. The model presented by the Ali Holi & Ahmed Al-Adawi (2013) and Michael, Agyei & Hormenu (2014) was selected as the theoretical frame work and also for the research instrument development. Two teaching practice assessment scales were developed on six factors: attitude, school environment, supervision, administrative support, cooperative teachers support and autonomy. One instrument was developed for the prospective teachers and the other for the school heads. The data was collected by the personal visits of the researcher and analyzed with the help of SPSS 21st Edition. The results revealed that the perceptions of the prospective teachers of NUML University regarding factor school environment was better than the other three universities. Female & Male school heads perception were same and all related null hypotheses were accepted regarding monitoring and supervision of teaching practicum, Teaching Practicum Supervision and assessment Practices, University Linkage and Support Related Issues, Cooperative Teacher Support and Issues and Independence and Autonomy. On the basis of the findings, it was recommended that university supervisors and School heads may promote the high positive conditions & environment in school, collaboration between schools & university supervisors and mentors, proper monitoring and supervision by the cooperative teachers and last not least prospective teachers should be given autonomy for effective professional learning for prospective teachers, So as school leaders they must know how to conduct and operationalized the teaching practicum in the school.