

ENHANCING PRE-SERVICE TEACHER COMPETENCE: AN ASSESSMENT OF INSTRUCTIONAL COMPETENCIES OF BACHELOR OF ELEMENTARY EDUCATION STUDENT INTERNS

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ABSTRACT This study assessed the instructional competencies of Bachelor of Elementary Education (BEEd) student interns as evaluated by their cooperating teachers in the Schools Division of Guimaras during the second semester of the academic year 2018–2019. Specifically, it examined the level of instructional competence across six domains—planning and preparation, teaching skills, evaluation skills, classroom management, language proficiency, and intellectual skills—identified strengths and weaknesses, and proposed a training program to enhance identified competency gaps. Descriptive design was used, using a questionnaire that is consistent with the competency-based teacher education criteria. The subjects were the cooperating teachers, who had direct supervision over the intern teachers in their practicum period. Mean and standard deviation were used for data analysis. The results showed that the student-interns exhibited a very satisfactory degree of instructional competence, ready for professional teaching. In particular, evaluation skills and classroom management were found to be among the areas of highest performance by the intern-teachers, implying their capability to evaluate the academic achievement of students and manage the classroom properly. In addition, planning and preparation and language proficiency were also considered high areas of competency, meaning competence in lesson preparations and language communication skills. On the other hand, teaching skills and intellectual skills were relatively weak areas. From the results, it can be concluded that although there have been considerable efforts by educational institutions towards developing basic competencies among pre-service teachers through their training programs, it is still necessary to develop strategies aimed at building high-level instructional capabilities. Consequently, a systematic training program that emphasizes learner-centered methods, reflection, differentiation, and formative assessment has been recommended based on the findings of the research. These research findings are important in enhancing the quality of teacher education programs through improved mentorship and constant professional training of instructors.

Keywords: instructional competence, pre-service teachers, practicum, teacher education, competency-based education

INTRODUCTION

Instructional competence can be regarded as one of the key aspects influencing the success rate of any education system as instructors become the main factors of learners' knowledge transmission, facilitation, and transformation. It is important to stress that instructional competence involves knowledge, skills, behavior, dispositions, and understanding associated with teaching. There have been numerous studies emphasizing that instructional practices and interactions with learners by teachers substantially impact on quality of learning and learners' performance (Doyle, 2006). Good instructions with clear explanations, feedbacks and structured activities increase the probability that learners will be able to perform academic activities successfully. Therefore, the development of instructional competence is crucial for educational practice and reforms.

With the changing times of the 21st century, there is an increased emphasis on competency in teachers. In this regard, the TEI must ensure that the preservice teachers receive training and education in such a way that they have developed all necessary competencies to be effective in classrooms. This means that the TEIs should not only teach pre-service teachers the concepts and ideas but also prepare them to be able to use this information in their actual classrooms.

Competency-Based Teacher Education (CBTE) constitutes an integrative model of instruction and competencies. According to CBTE, instructional competence is understood through the development of knowledge, skills, abilities, and attitudes in terms of content competence, pedagogy, classroom management, assessment, and professionalism (Aykaç & Şahin, 2018; Carstensen & Klusmann, 2020). Unlike other models of teacher education, CBTE pays special attention to performance-based learning outcomes, meaning that pre-service teachers are assessed according to their demonstrated competencies in the course of instruction. In line with international trends in teacher education, CBTE reflects current standards of competency-oriented teaching.

For the Philippines, teacher education programs are underpinned by the policies of the Commission on Higher Education (CHED), as well as by outcomes-based education policies that focus on competency development and alignment to licensing requirements. Such policies place great importance on the role of practicum or internship as an essential part of teacher education. Practicums allow students who are interning to apply theoretical concepts to actual situations in classrooms so that they can develop both skills and dispositions (Rudio et al., 2020; Aykaç & Şahin, 2018).

The literature consistently highlights the fact that practicum is the capstone experience of teacher training. It is during this period that pre-service teachers are introduced to real-life experiences in class such as dealing with diverse students, classroom management issues, and instructional decisions. According to Faisal and Martin (2019) as well as Hernández (2021), practicum is important for the development of instructional skills through supervision, feedback, and reflection. In addition, practicum plays an important part in professional identity formation.

Instructional competence has been seen as a multi-faceted entity by several professionals who have written extensively about education and its different facets. Some of the most prevalent factors that are studied in the framework of instructional competence are lesson planning, teaching skills, classroom management, evaluation skills, language skills, and intellectual skills. Lesson planning can be defined as the skill of designing lessons according to educational goals. Teaching skills comprise teaching and motivating learners to learn effectively. Classroom management is concerned with making sure there is an ideal environment in which children learn. Evaluation skills enable educators to appraise the learning levels of children and give feedback.

Various empirical studies have shown that instructors with high levels of instructional competence are more inclined to boost their students' involvement and academic performance. Good class interaction, diversity in teaching approaches, and feedback provision make substantial contributions towards the improvement of learning experiences (Doyle, 2006). In addition, there is evidence to show that instructional competence is correlated with other aspects of the education process, including learner motivation, cognition, and classroom engagement. Nevertheless, some researches have found out that instructional competence does not sufficiently account for student engagement, suggesting that there are other factors to consider.

In spite of the great deal of importance placed upon the development of competencies, there are numerous issues that make it difficult to ensure that pre-service teachers obtain the necessary level of instructional competence. Differences in practicum experiences, supervision, mentorship, and support provided by universities have the potential to impact significantly the development of competencies among student teachers. As emphasized by various sources, one of the critical factors contributing to effective practicum is high-quality supervision and constructive feedback systems (Carstensen & Klusmann, 2020).

Furthermore, there exist persistent research gaps concerning the thorough evaluation of instruction skills of pre-service teachers. While there is a myriad of research dealing with particular skills like teaching methods and class management, little is known about instructional competency viewed holistically. Moreover, there is insufficient scientific information connecting competency acquired during practicum to its successful implementation later in the field. Finally, as discussed above, there exists a necessity of creating an objective and reliable way of measuring instructional competency.

Moreover, another important aspect where gaps exist is the context-specificity of instructional competence. Research studies tend to be done in foreign environments which may not necessarily reflect the situation in the Philippines. The existence of constraints like limited resources, diversity in the classroom, and support from the institution may impact the attainment of competencies. Thus, what is needed is an examination of competencies in student interns within a particular context.

In response to the identified gaps in the literature and the need for localized empirical evidence, this study was conducted to assess the instructional competencies of Bachelor of Elementary Education (BEEd) student interns as evaluated by their cooperating or critic teachers in the Schools Division of Guimaras during the second semester of the academic year 2018–2019. Teaching competence, including planning, teaching, classroom management, and assessment, is considered an essential element that influences teachers' performances and students' academic achievements. Although instructional competences play a crucial role in determining effective teaching practices, previous investigations have paid attention to individual areas without making an assessment of competences according to their specific domains. In addition, different implementations and supervisions of practica call for an analysis of competences in practice.

Specifically, this study sought to determine the level of instructional competencies of BEEd student interns across key domains, namely planning and preparation skills, teaching skills, evaluation skills, management skills, language proficiency, and intellectual skills.

These domains represent the core components of effective teaching and are essential for ensuring quality instruction in diverse classroom settings. Moreover, another objective of the research was to find out the strengths and weaknesses of student teachers according to their respective cooperating teachers, knowing very well that such evaluation is an important source of information on the practical use of competencies in actual classrooms. Lastly, it was intended to develop a training program based on the weaknesses observed in the area of instructional competence among student teachers. Through this process, the research will be able to contribute to the constant improvement of teacher education programs.

RESULTS AND DISCUSSIONS

Level Of Instructional Competence

From the study, it is clear that there was a very satisfactory degree of instructional competence among student interns of BEd ($M = 3.87$). It means that student interns had the core competencies that are necessary to teach effectively and were capable of performing instructional activities in actual classroom situations. According to Carstensen & Klusmann (2020), and Aykaç & Şahin (2018), instructional competencies include knowledge of pedagogy, classroom management skills, assessment literacy, and professional dispositions within the framework of competency-based teacher education (CBTE).

The reason for their high competence is because of the organization involved in practicums. Practicum is seen as the final stage of training for teachers as the theory they learn becomes practice through the teaching process (Faisal & Martin, 2019; Hernández, 2021). In this final stage, the student intern interacts in actual classrooms and thus develops important competences through practice, observation, and feedback. Since the practicum process corresponds to competency standards, the assessment of the student intern is based on how they perform rather than their theoretical knowledge.

The areas rated highest were evaluation skills and management skills ($M = 3.93$). This implies that the student interns have the capacity to evaluate the students' performance and create an orderly learning environment in the class. The area of evaluation skills is rated high due to the ability of the interns to design reliable and valid assessments, monitor the learners' progress, and provide feedback. This finding concurs with previous research on the significance of assessment literacy for effective teaching practice (Zhang & Wang, 2019).

Moreover, the interns' capacity to develop routine, discipline, and a positive classroom atmosphere contributes to the interns' high scores in the management competency area. Management competence is attained mainly via practical experience; therefore, it is one of the competencies gained successfully during practicum (Rudio et al., 2020). The results imply that the interns have attained the capacity to cope with class dynamics, thus being ready to teach effectively.

The ability to plan and prepare ($M = 3.88$) and proficiency in language ($M = 3.87$) are also considered very satisfactory. The two skills are important for good teaching since they help teachers plan their lessons and effectively communicate their ideas. The findings suggest that students are able to organize instruction and use proper language in facilitating learning.

Reasons for higher achievement of planning skills lie in the importance attached to preparing lesson plans in teachers training programs. Intern students have to come up with well-prepared lesson plans, which are then checked by supervisors to make sure that they fit with the learning objectives (Doyle, 2006).

While receiving high ratings for its very satisfactory state, skills related to teaching received the lowest average of 3.77. Such a result may be interpreted as implying that student teachers can experience difficulties while delivering instruction and utilizing different instructional techniques.

This is an observation that aligns with past research suggesting that pre-service teachers frequently find it difficult to cope with dynamic activities in spite of their theoretical competence (Heggart & Yoo, 2018). The skills needed for effective teaching are not easy, since they involve decisions made spontaneously, adaptability, and responding to the needs of the learners.

The results are consistent with CBTE, which focuses on competence through performance-based criteria. The results also fit well with the constructivist theory of teacher education, which stresses the significance of learning from experience as part of the development of competence. Practicum offers an avenue for experiential learning.

Table 1. Instructional Competence of BEd Student Interns

Domain	Domain	Mean	Interpretation	Rank
Evaluation Skills	Evaluation Skills	3.93	Very Satisfactory	1.5
Management Skills	Management Skills	3.93	Very Satisfactory	1.5
Planning and Preparation Skills	Planning and Preparation Skills	3.88	Very Satisfactory	3
Language Proficiency	Language Proficiency	3.87	Very Satisfactory	4
Intellectual Skills	Intellectual Skills	3.81	Very Satisfactory	5
Teaching Skills	Teaching Skills	3.77	Very Satisfactory	6
Overall Mean	Overall Mean	3.87	Very Satisfactory	—

2. Strengths And Weaknesses Of Instructional Competence

However, the findings from the study showed that although all dimensions of instructional competency received high satisfaction ratings, a differentiation was evident among areas that needed improvement and areas where there was strength. In particular, the evaluation dimension and management dimension were strong dimensions, while the teaching dimension and intellect dimension had low ratings. This finding emphasizes the multi-dimensional nature of instructional competency and the uneven growth of competencies in pre-service teacher training programs.

It must be noted that instructional competence is not an entirely homogenous concept, but rather a heterogeneous compilation of different elements. Based on CBTE, instructional competencies emerge out of interactions among knowledge, skills, and dispositions, which result from training and practicums. The results of this study indicate that the teacher education program is successful in developing basic competencies, but higher-level or performance-based competencies could still use some improvement.

The domain of evaluating was found to be one of the most effective ones ($M = 3.93$). Thus, it can be concluded that students who participate in internships are very skilled in designing, conducting, and analyzing evaluations. It proves that these interns have a solid grasp on evaluation techniques and know how to assess their students.

Strength in this case can be explained by the systematic approach adopted when conducting assessments through teacher education programs. Often assessment competence is taught as one of the competencies for students, who are taught how to develop assessments, conduct evaluations of student products, and keep records of them. This makes the process easier due to the set standards involved in the process. In most cases, the competency-based assessment in teacher education has been shown to involve standardized procedures in line with national and institutional standards.

In addition, assessment competencies are developed due to frequent practice throughout the practicum process. The interns have to construct tests, assignments, and exams for the students, and in this way, they can utilize their theoretical knowledge in practical situations. Such frequent encounters build their self-confidence in their evaluation competencies. Several studies have indicated that practicum experiences greatly help pre-service teachers develop their evaluation competencies (Faisal & Martin, 2019).

From the standpoint of theory, the competency with which interns perform evaluations is linked to CBTE, which requires skills that can be measured and observed. Because these assessments are structured and because their results are clearly known, it is easier for student teachers to prove their competence in this area than in others.

Skills in management were another area that was considered as a key strength ($M = 3.93$). This pertained to the ability of the student interns to keep the class in order, set up a routine, and foster an ideal environment for learning.

Classroom management skills can be developed through practicums when student teachers are immersed in real classroom settings. While theoretical knowledge can be

learned without hands-on experience, classroom management requires practice where the student teacher interacts with the students. This allows him to build strategies that will help ensure discipline and motivation within the classroom. Practicums have been proven to be very important in the development of management skills, as seen in many studies conducted (Rudio et al., 2020; Hernández, 2021).

The high rating in management skills can also be explained by the role of cooperating teachers and mentors. Effective supervision and feedback help student interns refine their classroom management strategies and adapt to diverse learner needs. The literature emphasizes that mentorship and supervision quality significantly influence the development of instructional competencies during practicum .

Additionally, classroom management is frequently viewed as the basic skill set required in the field of teaching because classroom management allows for effective teaching in all other areas. Those teachers who are proficient in managing their classroom can build up an environment conducive to learning. Hence, the outstanding results indicate good preparation for creating positive environments on the part of students.

As a strength of moderate level, planning and preparation skills scored an average of 3.88. This suggests that the students are able to develop lesson plans, select the right teaching materials, and organize teaching activities.

The higher evaluation in this category is due to the fact that lesson planning is a very significant part of the training of future teachers. The student-interns must plan their lessons in great detail, which will be examined by the supervisor. In such a way, they acquire skills of systematic planning of lessons.

There is evidence that planning plays an important role in good teaching practices. Good planning gives the teacher an outline of what will be taught during a lesson and, therefore, ensures that the teacher delivers the material in a logical and systematic way (Doyle, 2006).

Nevertheless, the relatively low score in relation to evaluation and management implies that lesson planning is systematic but at the same time creative. The formulation of lessons, which should address the needs of different learners, can be quite difficult especially for future teachers who have no teaching experience yet.

Communication skills were considered moderately strong as well ($M = 3.87$), meaning that the interns are able to communicate in class successfully. It means that they can choose adequate vocabulary, structure their thoughts, and provide instructions effectively.

Communication is an essential part of being a good teacher as it helps students comprehend and engage in the lesson. From the results, the conclusion can be made that the student teachers have adequate knowledge to communicate effectively.

Acquisition of language proficiency is a result of academic learning and practical teaching experience. In teachers' professional education, there is emphasis on developing

communication skills, either verbally or in writing. Moreover, students undertaking internship during their study period have an opportunity to develop their communication skills through practical teaching experience.

But language proficiency is more than just grammar; it includes adapting to the needs of students when communicating with them. The medium mark indicates that although the interns are proficient enough in language use, there are areas where they can improve on their skills.

The teaching skills domain was found to be the weakest ($M=3.77$), although it scored very high in terms of satisfaction. This finding suggests that intern students may experience difficulties while delivering instructions, especially when using different approaches to teaching, considering diverse students, and developing their cognitive abilities.

The profession of teaching is an art with many components, including knowledge of the content being taught, the methodological approach taken, and classroom management. Teaching differs from planning and evaluation in the sense that it is reactive and interactive.

Low ratings in teaching skills could be attributed to a short period of practicum. Even though there are chances of practicum helping learners acquire new skills, it might not be enough in developing more refined skills. The research shows that teaching competence builds gradually through constant practice and self-reflection (Carstensen & Klusmann, 2020).

Another important aspect is that teaching skills also entail being able to deal with a diversity of students, which could prove to be quite difficult for pre-service teachers. The use of different strategies and techniques, as well as fostering critical thinking among students, are complex skills that require years of experience and knowledge on the part of an educator.

Intellectual abilities ($M=3.81$) were also found to be a relative weakness in domains such as critical, analytical, and creative thinking. This means that the students undergoing internship programs require further training in cognitive skills.

Another relative weakness among the skills is intellectual skills ($M = 3.81$), especially in regards to critical thinking, analytical ability, and creativity. This indicates that interns require more training in higher-order thinking skills.

Intellectual ability development is directly linked with the ability to reflect, solve problems, and think critically. However, such an ability has not received its due place in the traditional teacher training courses.

The studies show that pre-service teachers are usually presented with limited possibilities to engage in critical thinking exercises while they are receiving their education, which means that they will have problems applying their skills when they start working. Moreover, it takes a strong command of the subject matter along with effective teaching skills for a person to use critical thinking in class.

This study also indicates that intellectual skills depend on the effectiveness of the practical sessions. Insufficient time to engage in reflection and inquiry may prevent intellectual skills from developing. As observed in previous studies, reflective and inquiry-based learning is necessary to develop intellectual skills.

The pattern of strengths and weaknesses observed in this study reflects the interaction of several interrelated factors inherent in the development of instructional competence. The nature of the competencies will greatly influence their development since it will be easier to learn, measure, and master structured competencies, such as evaluation and classroom management, compared to unstructured competencies like teaching and intellectual skills. The structured competencies will have set procedures and measurable results, making it easier for pre-service teachers to attain proficiency. However, unstructured competencies like teaching will involve a greater level of mental processes, adaptation, and decisions to achieve proficiency. This is in accordance with the stages of competence model which suggests that mastering a skill requires practice until proficiency is attained.

Secondly, the significance of practicum is highly important in the process of competency formation. Practicum offers great chances to experience practical application of acquired knowledge within classroom environment. Nonetheless, due to insufficient time provided for practicum, it may be rather challenging for students to develop highly advanced competencies. Numerous studies emphasize that competencies are gradually formed under long-term conditions with consistent teaching practice and guidance from experienced mentors.

Third, the emphasis of teacher education training is another contributing factor to the pattern. There has been an inclination towards focusing on competencies that have been proven to be measurable. This may include lesson planning and assessment skills. These are part of the competency-based educational systems, where proficiency in pre-defined goals is valued highly. While it guarantees the acquisition of basic competencies by teachers, it does not necessarily encourage the development of more advanced competencies.

Finally, mentorship and feedback play a crucial role in shaping instructional competence. The quality of the supervision received by cooperating teachers plays an important role in the growth and development of pre-service teachers, especially in such intricate fields as teaching instruction. Feedback and mentoring allow the trainees to enhance their teaching skills and work on the shortcomings. At the same time, the lack of consistency in mentoring or inadequate provision of feedback might negatively impact the acquisition of advanced skills. The literature clearly indicates the importance of systematic and ongoing mentoring for improved performance.

Findings strongly favor Competency-Based Teacher Education (CBTE) as it is based on performance-oriented competencies gained by practice and assessment. Findings also support the constructivist approach to teaching and learning that stresses the importance of experiences and reflection.

3. Proposed Training Program

In this respect, the recommended training program is intended to overcome the noted inadequacies in the development of teaching skills and intellectual skills among student interns from the BEEd course, while at the same time strengthening their current strengths in evaluating and managing classrooms. From the results of the study, it can be inferred that while student interns have a very satisfactory degree of proficiency when it comes to instruction, there is a need for focused training in order to improve their other competencies.

The importance of the training initiative lies in the realization of the gap between basic competencies and higher-level teaching competencies. Whereas the intern students have shown proficiency in areas like evaluation and management, the fact that their scores on teaching and intellectual competencies are comparatively lower implies that they need more assistance with regard to these particular aspects. This is consistent with literature, as there is an understanding that competency in teaching builds gradually and consistently through practice (Carstensen & Klusmann, 2020).

Teachers in training programs are often oriented towards gaining knowledge and skills, which may not necessarily prepare them for the challenging and complex situation of classroom instruction. Pre-service teachers can find it hard to apply learner-centered approaches, motivate different types of students, and develop critical thinking skills among their learners. Research proves that teacher training courses that are based on practice and reflection greatly increase teaching proficiency.

Most teacher education courses emphasize theoretical aspects and techniques, which might not provide sufficient preparation for new teachers in dealing with the challenges of classroom instruction. As a result, future teachers may experience difficulty in implementing learner-oriented approaches, establishing relationships with different kinds of learners, and fostering critical thinking abilities. Studies show that teacher training courses that incorporate practical activities and reflective practice lead to improved teaching effectiveness.

The improvement of the ability to teach using learner-based techniques is one of the key areas of concern in the training program to be developed. In the learner-based approach to teaching, emphasis is placed on engagement, cooperation, and diverse ways of instruction to cater for the requirements of students.

Micro-teaching and workshops have a great significance in terms of training methods. Since micro-teaching is one of the most proven teacher training methods, it enables future teachers to learn and improve teaching techniques through practice and observation. This approach makes teaching easier because it enables teachers to focus on particular aspects of teaching without worrying about everything else. Thus, student-interns may become competent in teaching techniques.

The efficacy of such teaching methods has been proven by studies demonstrating that systematic practice paired with feedback greatly improves the quality of teaching. Training programs that include instructions, demonstrations, practice sessions, and feedback have

proven to be more effective than other models. Thus, the combination of microteaching and workshops seems to offer an all-encompassing training model.

Intellectual skills are yet another important aspect that needs to be incorporated into the training program. Intellectual skills include critical thinking and analysis. These skills are very important for good teaching, because teachers need to analyze the situation within the class and decide how to conduct their lessons accordingly.

Reflection and inquiry are key elements in this particular element of the training program. Reflection helps students to analyze and evaluate their teaching practices to determine areas of strength and weakness in order to plan how to improve in their professional performance.

The inquiry approach, conversely, promotes the ability of student interns to analyze problems. Through analyzing actual problems in the class and finding solutions to them, interns can build their cognitive abilities and improve their comprehension of teaching and learning procedures. Studies have shown that reflective and inquiry-based practices greatly contribute to the development of higher-level thinking abilities in pre-service teachers through practicum experiences.

It is important to remember that the suggested program emphasizes the necessity of differentiation and inclusion within teaching processes, taking into account diverse needs of the students under modern conditions of education. Differentiation means that the curriculum is adjusted to meet specific needs of the learners.

Diverse learners training will enable student teachers to acquire knowledge and skills that will enable them to design and use inclusive instructional techniques for their students. These include using a wide range of teaching styles, grouping of students and culturally responsive pedagogy. Studies show that when a differentiated approach is taken during teacher training, positive results are achieved in terms of learner achievement.

Even though the strength of the evaluation skills was noted, there is going to be training offered regarding assessment integration, especially formative assessment. It will make sure that the students intern not only create assessments but use them for proper learning purposes.

Designing hands-on assessment provides interns with the opportunity to gain hands-on experience in developing assessment measures that deliver feedback. The inclusion of formative assessment techniques will enable teachers to track the progress of learners and make necessary changes to the process. Studies indicate that proper implementation of formative assessment is very beneficial for learners.

An important feature of the suggested training process is that of supervision and feedback procedures. The cooperating teachers and mentors serve an essential function in this case, as they provide useful advice to the intern trainees. Feedback is instrumental in helping the trainee interns recognize their shortcomings.

There are studies that show that continuous mentoring and feedback greatly increase the efficacy of teaching. The teachers who get feedbacks and mentoring on a regular basis have shown more progress in their teaching styles than those who do not.

The suggested training program is based on the theory of goal setting, which stresses the role of goals, feedback, and guidance in enhancing one's performance (Locke, 2018). Through the definition of particular training goals and their outcomes, the program allows intern students to concentrate on specific improvements.

Moreover, the training program is in line with the principles of Competency-Based Teacher Education (CBTE). Performance-based learning and competency building are at the center of CBTE. Through practice, feedback, and reflection, the students acquire competencies that they can use effectively when teaching in the classroom.

Moreover, the program incorporates concepts from the theory of experiential learning, which emphasizes the importance of learning by experience and reflection. Student interns have the opportunity to learn via the process of microteaching, reflective practice, and inquiry-based learning.

CONCLUSIONS

This study is conclusive in proving that student interns under Bachelor of Elementary Education (BEEd) show very satisfactory instructional competencies, meaning that teacher education training has proven itself successful in ensuring that they develop teaching competencies based on competency-based teacher education standards. Competencies in evaluation and classroom management skills are very high, suggesting that student interns have the capacity to assess students' learning outcomes and create a conducive learning atmosphere. This is also evident in the level of planning and preparation, and language proficiency.

The study also demonstrates that teaching abilities and intellectual abilities are still relatively underdeveloped in comparison with other skill sets. Such skills demand high-level mental processes, flexibility, and instant decision-making, which cannot be gained by the students with their restricted experiences in practical work. The analysis shows that although basic skills are already developed in sufficient measure, it is important to continue developing advanced teaching skills, namely those related to learners' needs.

In addition to this, the findings reveal that instructional competence is developed gradually via the combination of structured training, practicum, and mentorship. Strengths and weaknesses identified here reveal the need for coherence between teacher preparation programs and procedural and advanced competencies. The suggested training program can be considered a feasible solution to overcome this challenge since it is aimed at promoting experience-based learning and skills development.

Generally, the study emphasizes the importance of improving the practice, supervisory process, and provision of feedback, as well as introducing new teaching methods within teacher training programs. Through doing this, the institutions will be able to equip pre-service teachers with the necessary skills needed in meeting the challenges of modern day teaching and learning processes.

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