

Pre-Service Teacher Education for Enhancing Competency

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ABSTRACT

Pre-service teacher education plays a pivotal role in preparing competent, reflective, and effective teachers for the 21st-century classroom. This study investigates how pre-service teacher education enhances competency and quality among prospective teachers, bridging the gap between theoretical knowledge and practical teaching. A qualitative research approach was adopted, analysing documentary evidence, scholarly articles, and research publications. The study highlights the significance of structured teacher training programs in developing pedagogical knowledge, subject expertise, professional ethics, and life skills such as communication, collaboration, and critical thinking. Findings reveal persistent gaps between theory and practice, the need for enhanced practicum experiences, reflective practices, and stronger collaboration between teacher education institutions and schools. The study proposes a conceptual framework emphasizing basic understanding, existing knowledge, competency development, reshaping strategies, and measures for enhancing teacher education quality. Strengthening pre-service teacher education through curriculum reforms, continuous professional development, and context-sensitive teaching strategies can significantly improve teaching effectiveness, professional growth, and overall educational quality.

KEYWORDS: *Pre-service teacher education, teacher competency, teaching effectiveness, professional development, teacher education quality.*

INTRODUCTION

The implementation of education has an impact on the growth and prosperity of a nation, and the development of excellent instructors is a crucial element of a successful educational system. When it comes to teaching efficacy and student learning outcomes, teachers' professional development is highly correlated with educational quality and teacher quality. High-quality instructors are frequently cited as the cornerstone of student accomplishment in talks on teacher education reform, and the development of high-quality teachers depends on research-based teacher education. To guarantee high-quality teacher preparation, theory and practice must be interwoven. In other words, teacher education theory may direct implementation and so enhance the quality of teacher education. Theory can also be used to revise practice. Extensive research on teacher education is necessary to establish the theoretical foundation for high-quality teacher preparation. Studies on teacher education can advance the field's theoretical foundation (for example, in pre-service programs), encourage

excellent teaching methods in the classroom, and improve the standard of teacher education.

Further, studies on pre-service teachers are very minimal, where in fact more immersion is needed. This should be recognized as a growing concern of teacher preparation programs as it will become useful in solving practical problems as the gap concerning theory and practice in the program is widening. It was hard for a teacher training program to characterize a hypothetical element of teaching practice. Through preceding batches of pre-service science teachers, some of the encounters expressed as difficulties include varied experiences such as tensions; different suppositions, convictions and originations of instructing and learning; fundamental comprehension of the auxiliary school culture and setting for educating and learning; collaboration with understudies; familiarity with showing abilities and systems; intelligent intuition during pre-service academic program. Finishing the teacher training

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course in science, pre-service teachers are expected to comply with required skills and competencies in order to deal with the 21st century classroom environment. If their competencies as teachers are adequately developed, they will become perfect competent teachers. The aim of the study is to identify the gaps between theory and practice of pre-service science teachers. Results of the study may profit the Teacher Education Institutions as it may embrace real practices and reflects the needs of pre-service teachers on specific teaching characteristics. In connecting with the pre-service teacher theory and standards of teacher training, it winds up evidently that teacher instruction must draw in with the pre-service teachers' earlier understanding, their theoretical settings and their faith and benefits of teaching.

REVIEW OF RELATED LITERATURE

Bhattacharyya, D. (2024) Conducted a study on *Towards a New Model of Pre-Service & in-Service Teacher Education: A Qualitative Analysis*. The research explores themes of collaboration, knowledge sharing, and continuous learning across the pre-service and in-service teacher education programmes. Findings reveal a disconnect between theoretical preparation and practical realities, highlighting the need for a more integrated and context-sensitive approach. By conducting in-depth qualitative analyses of existing programs, the research aims to identify areas for improvement and innovation in both pre-service and in-service teacher education. Special attention will be given to the balance between theoretical knowledge, practical competency, and the promotion of holistic human development in aspiring and practicing teachers. This study investigates the potential benefits of model, and suggesting how it can foster more dynamic professional development, enhance knowledge exchange, and ultimately, contribute to improved.

Miah, M. A., & Debnath, P. (2022) Conducted a study on *Teacher Education in India: Issues and Concerns*. This article attempts to assess the present scenario of teacher education and issues related to teacher education. India has one of the world's largest teacher education systems. There are a huge number of university departments, government finance institute and self-finance colleges running several teacher educations programmes. In order to improve the quality of school education, teacher education plays a very important role. It is observed that there is an unexpected growth of teacher education institute, due to privatization of teacher education programme in India. At present, there are some other problems

also observed like quality, method of teaching, curriculum framing and transactions etc.

Ramirez, L. (2021) Conducted a study on *Teaching Preparedness of Pre-Service Teachers: Perception to Practice*. The study identified the gaps between theory and practice that might have huge and vital impacts on their professional growth, possible benefits, and challenges to develop and guarantee more efficient and comprehensive teaching-learning practices for all. The study uses phenomenological research design, specifically descriptive design using narrative analysis. Findings shows that several gaps emerged between theory and practice of pre service science teachers which may have vital impacts for our future educators.

Pratiwi, D. (2020) Conducted a study on *Teaching Practicum in Pre-Service Teacher Education*. This paper presents a review of the research literature on practicum. Since there have been changes in trends in Teaching Education since the 1960s that also influenced the shift of research topics on practicum, this paper first gives a short review of the research trends in general TE, changing from the teaching process-product paradigm to the investigation of teachers' mental lives or cognition. Then the actual review will focus on the studies related to the teachers' beliefs, perspectives, perceptions, understanding, and reasoning, and follows under these topics: student teachers learning, cooperating teachers, and school-university cooperation in the practicum. At the end of this paper, some future studies on teaching practicum are suggested.

Kumar, M., & Rajeswari, S. (2020) Conducted a study on *Enhancing life skills of pre-service teachers*. The present study is an effort to evaluate the effectiveness of Life Skill Enhancement Program on pre-service teachers. The researcher administers Life skill scale and situational scale to identify pre and post program levels of life skills in the Pre-service teachers. The Life skill program consists of activities and tasks to be performed individually as well as in team. The study shows that the program has statistically significant effect for pre-service teachers through enhancement of their life skill levels.

Vidyapati, S. R., & Dayal, S. R. (2018) Conducted a study on *Emerging Concerns in Pre-Service Teacher Education*. The study shows without providing the quality teachers, free and compulsory education cannot be shaped properly. So that, after independence the importance of teacher's education was given the sole priority. Even today after 70 years of independence, teacher's education is a major challenge for us. Teacher education is perhaps more confronted with how to negotiate and significantly

address the world of teaching-learning than merely dealing with duties, responsibilities and classroom assignments. It is now at the fork of fullness of vision in a fascinated world of immediate gain in every endeavour and worries and frustrations in fruitless teaching sans joy, sans freedom and creative adventure. As a consequence, the challenges of teacher education today for addressing tougher ones of tomorrow remains a far more thrilling adventure to be more worthily undertaken. Hence, this paper tries to explore the basic concept, professional skills, norms and regulations, Issues and problems of teacher education, commissions attempt, individual initiatives and role of various agencies.

Bhat, R. L. (2017) Conducted a study on *Impact of Pre-Service Teacher Education on Effectiveness, Aptitude and Attitude of Prospective Teachers*. The present study attempts to focus on the impact of pre-service teacher education on effectiveness, aptitude and attitude of prospective teachers. The present study adopted “pre-test and post-test design” and was descriptive in nature. In the present research the population comprised of all the B.Ed. students studying in the two central Universities of Delhi (Delhi University & Jamia Milia Islamia University). A sample of 200 prospective teachers was selected from the population by using random sampling technique. Major findings of the present study can be enumerated as Impact of pre-service training on teaching effectiveness of prospective teachers was found to be significant. The present study was to study the impact of pre-service teacher education training on teaching effectiveness, teaching aptitude and attitude towards teaching in respect to gender, institute, qualification and stream. The major findings show that teacher education training programme enhances the teaching effectiveness of pupil-teachers in a significant way.

Summary of the Literature Review

The reviewed studies highlight the significant role of Teacher Education in developing the competency, effectiveness, and professional skills of prospective teachers. Bhat (2017) found that pre-service teacher education training significantly improves teaching effectiveness, aptitude, and attitude among pupil teachers. Similarly, Ramirez (2021) identified gaps between theoretical knowledge and classroom practice that may affect the professional growth of pre-service teachers. Bhattacharyya (2024) emphasized the need for an integrated model of pre-service and in-service teacher education to improve collaboration, knowledge sharing, and continuous professional development. Kumar and Rajeswari (2020) reported that life skill enhancement programs

significantly improve the life skills of pre-service teachers. Miah and Debnath (2022) discussed various issues in teacher education in India, such as rapid institutional growth, privatization, and concerns about quality. Pratiwi (2020) highlighted the importance of teaching practicum and collaboration between schools and universities, while Vidyapati and Dayal (2018) pointed out emerging challenges in pre-service teacher education.

Overall, the literature suggests that pre-service teacher education is essential for enhancing teaching competency, professional skills, and teaching quality, although challenges such as theory–practice gaps and quality concerns still remain.

RESEARCH GAPS

From the review of related literature, it is evident that many studies have focused on the impact of teacher education programs, teaching effectiveness, life skills, practicum experiences, and issues in teacher education systems. However, several gaps still remain.

1. Many studies discuss teaching effectiveness and attitudes, but limited research specifically focuses on how pre-service teacher education enhances overall competency of prospective teachers.
2. Several researchers identified a gap between theoretical knowledge and practical teaching, yet few studies attempt to address ways to reshape and improve competencies within teacher education programs.
3. Most studies examine specific aspects such as life skills or practicum, but there is a lack of comprehensive analysis connecting competency development with the overall quality of pre-service teacher education.
4. There is also limited research that critically examines strategies for improving competency and quality in teacher education within the current educational context.

Therefore, the present study aims to analyse and enhance competency and quality in pre-service teacher education, which will help bridge the gap between theoretical preparation and practical teaching competence among prospective teachers.

SIGNIFICANCE OF THE STUDY

1. Pre-service teacher education provides aspiring teachers with the necessary knowledge, skills, and competencies to excel in their profession. This research paper will provide an overview of Pre service teacher education for enhancing competency and quality.

2. By investing in pre-service education, the quality of teaching and learning can be enhanced, leading to improved student outcomes and overall educational excellence.
3. Results of the study may profit the Teacher Education Institutions as it may embrace real practices and reflects the needs of Pre-service Education for enhancing competency.

RESEARCH QUESTIONS

1. What are the basic concepts and understanding in Teacher Education?
2. What is the existing knowledge of Pre-service Teacher Education?
3. How can competency and quality of Teacher Education be critically explained?
4. How to reshape the competency in Teacher Education?
5. How can competency and quality of Teacher Education be enhanced?

RESEARCH METHODOLOGY:

This study is a component of larger studies that evaluate teacher training programs. This study is qualitative in nature Data were collected through documentary evidence, research articles, and scholarly publication.

ANALYSIS OF THE STUDY

To study basic concept and understanding in Teacher Education

Teacher education is the foundation for improving the quality of school education. It not only prepares teachers for classroom instruction but also develops professional vision, reflective thinking and ethical responsibility. Teacher education must move beyond routine classroom duties and address emerging educational challenges (Vidyapati & Dayal, 2018). Further, systemic and structural challenges such as curriculum framing, quality concerns, and rapid privatization influence the conceptual understanding and effectiveness of teacher education programmes (Miah & Debnath, 2022). Thus, the basic concept of teacher education includes pedagogical knowledge, subject expertise, professional values, and adaptability to changing educational contexts.

To analyse existing knowledge of Pre-Service Teacher Education

Pre-service teacher education has been found to significantly improve teaching effectiveness and attitude among prospective teachers (Bhat, 2017). Structured training programmes positively influence teacher's professional efficiency. A gap between theoretical and practical classroom realities persists. Pre-service teachers often struggle to apply

theoretical knowledge into effective classroom practices (Ramirez, 2021). The importance of practicum and strong school-university collaboration has also been emphasized as essential for strengthening professional learning experiences (Pratiwi, 2020). Therefore, existing knowledge suggests that while theoretical foundations are strong, practical integration requires improvement.

To critically explain competency and quality of Teacher Education

There was a significant association between teaching effectiveness, teaching attitude and teaching aptitude of Prospective teachers of B. Ed. Pre-service teacher education significantly enhances teaching effectiveness (Bhat, 2017). Life skill enhancement programmes improve communication skills and teamwork among pre-service teachers. They also help to develop decision-making and problem-solving abilities. (Mahesh Kumar & Rajeswari, 2020). A gap between theoretical preparation and practical realities affect the overall quality of teacher education programmes (Bhattacharyya, 2024). Hence, quality teacher education must balance theory, practice, and holistic development.

To reshape competency in Teacher Education

Reshaping teacher competency requires bridging the gap between theory and practice (Ramirez, 2021; Bhattacharyya, 2024). Greater emphasis on reflective practices is very much important. Experiential learning and contextual teaching approaches is necessary for reshaping competency in teacher education. More collaboration between teacher education institutions and schools can contribute to reshaping competency development (Pratiwi, 2020). Curriculum reforms and quality regulations are essential to ensure professional standards (Miah & Debnath, 2022).

To enhance competency and quality of Teacher Education

Pre-service training programmes play a vital role in enhancing teaching effectiveness and professional attitude (Bhat, 2017). Addressing systemic challenges, strengthening practicum components, and integrating continuous professional development models can significantly improve teacher competency and quality (Bhattacharyya, 2024; Vidyapati & Dayal, 2018).

FINDINGS AND DISCUSSION

The present study on Pre-Service Teacher Education for Enhancing Competency clearly establishes that pre-service teacher education plays an important role in shaping prepared teachers. The reviewed literature consistently indicates that structured teacher education programmes significantly improve teaching

effectiveness, aptitude, and professional attitude among prospective teachers (Bhat, 2017). This demonstrates that systematic training during the pre-service phase is essential for developing foundational pedagogical knowledge and instructional skills.

But a persistent gap between theory and practice continues to challenge the effectiveness of pre-service teacher education (Ramirez, 2021; Bhattacharyya, 2024). Many pre-service teachers possess sound theoretical knowledge but experience difficulty in applying it in real classroom situations. This disconnect highlights the urgent need for stronger integration of coursework, practicum experiences, reflective practices, and contextual learning opportunities.

The findings also emphasize that teacher competency extends beyond subject knowledge and teaching methods. Life skills such as communication, collaboration, critical thinking, adaptability, and problem-solving significantly contribute to professional success in 21st-century classrooms. Therefore, competency-based teacher education must incorporate holistic development approaches that address both academic and personal-professional growth.

Moreover, systemic issues such as rapid privatization, quality concerns, inadequate curriculum design, and regulatory challenges affect the standard of teacher education programmes (Miah & Debnath, 2022; Vidyapati & Dayal, 2018). Addressing these structural concerns is essential for ensuring consistency, accountability, and high standards across teacher education institutions.

The literature further suggests that strengthening school-university collaboration and enhancing practicum experiences can significantly improve professional preparedness. A more integrated and context-sensitive model that links pre-service and in-service teacher education may foster continuous professional development and sustained competency growth (Bhattacharyya, 2024).

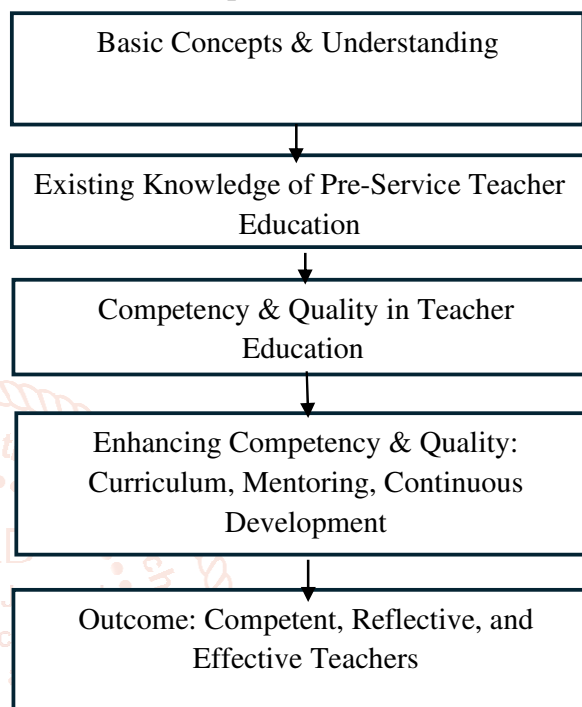
pre-service teacher education is a foundational mechanism for enhancing teacher competency and educational quality. To fully achieve its objectives, programmes must:

- Bridge the gap between theory and classroom practice.
- Emphasize reflective and experiential learning.
- Integrate life skills and holistic development.
- Reform curriculum and regulatory frameworks to ensure quality.

- Promote collaboration between teacher education institutions and schools.

By adopting these measures, pre-service teacher education can effectively prepare teachers who are not only knowledgeable but also skilled, reflective, adaptable, and capable of meeting the dynamic demands of modern education.

Conceptual Framework



➤ **Basic Concepts and Understanding in Teacher Education**

The study reveals that teacher education is a systematic process of preparing prospective teachers with professional knowledge, pedagogical skills, attitudes, and values required for effective teaching. It aims to develop teaching competency, classroom management skills, subject knowledge, and professional ethics among teachers.

➤ **Existing Knowledge of Pre-service Teacher Education**

The findings indicate that pre-service teacher education provides foundational knowledge and training to future teachers before they enter the teaching profession. It includes theoretical learning, teaching practicum, and skill development programs that help prospective teachers understand the teaching-learning process and classroom realities.

➤ **Competency and Quality in Teacher Education**

The study shows that competency and quality in teacher education are closely related to the effectiveness of training programs, curriculum design, teaching methods, and practical experiences. Quality teacher education ensures that prospective teachers

acquire professional competencies such as communication skills, subject expertise, pedagogical knowledge, and reflective thinking.

➤ **Reshaping Competency in Teacher Education**

The analysis suggests that competency in teacher education can be reshaped through innovative teaching strategies, integration of technology, continuous assessment, and strengthening teaching practicum. Emphasis on reflective practice, collaborative learning, and professional development programs can also improve teacher competencies.

➤ **Enhancing Competency and Quality of Teacher Education**

The findings highlight that competency and quality in teacher education can be enhanced by improving curriculum frameworks, providing better training opportunities, strengthening institutional support, and promoting research and innovation in teacher training programs. Effective supervision, mentoring, and continuous professional development also contribute to improving the overall quality of teacher education.

The study concludes that strengthening pre-service teacher education programs is essential for developing competent and effective teachers. Improving the quality of training, bridging the gap between theory and practice, and focusing on competency-based teacher education can significantly enhance the effectiveness of the teaching profession.

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