INTERNATIONAL JOURNAL OF RESEARCH CULTURE SOCIETY
Monthly Peer-Reviewed, Refereed, Indexed Journal
Volume - 10, Issue - 10, October - 2026
ISSN(O): 2456-6683
[Impact Factor: 9.241]
IJRCS

DOIs:10.2017/IJRCS/202610008 --:-- Research Paper / Article / Review

Competencies of Elementary Prospective Teachers: A Study of Pre-Service Training in Meghalaya

[1] Bashanlang Pariong, [2] Euodia B. Myrthong
[1]Research Scholar, Department of Education, North-Eastern Hill University, Shillong, Meghalaya
[2]Assistant Professor, Department of Education, North-Eastern Hill University, Shillong, Meghalaya
Email – [1]bashanlangpariong@gmail.com, [2]eubahun@gmail.com

Abstract: *Competencies are of utmost importance in order to achieve the quality learning outcomes in teaching and classroom environment. In the present study, the main objective is to assess the competencies of elementary prospective teachers. The sample of the study is consisted of 234 elementary prospective teachers selected from various District Institutes for Education and Training (DIET) institutions in Meghalaya. The Teachers' Competencies Measurement Scale (TCMS, a standardized tool, was administered to the selected elementary prospective teachers to find out the five core competencies i.e., Language and Communication, Content Knowledge, Pedagogy, Teacher Psychology, and Educational Evaluation. It has been found that the overall competencies among prospective elementary teachers was moderate. Furthermore, the competency of elementary prospective teachers in Teacher Psychology is highest, which is followed closely by Pedagogy. Language and Communication also showed consistent performance. However, competence of elementary prospective teachers in Content Knowledge was slightly weak in comparison to Teacher Psychology, Pedagogy, and Language and Communication. In addition, competence of elementary prospective teachers in Educational Evaluation was the lowest amongst the five core competencies. Thus, the finding of the study highlights plenty of room for improvement in these core competencies in teacher preparation programmes. The findings of the study also indicated no significant mean difference in competencies between male and female elementary prospective teachers, showing same competencies amongst trainees with respect to gender. However, a significant mean difference in competencies was found between the 1st year and 2nd Year elementary prospective teachers, indicating competencies acquisition is taking place amongst trainees with respect to the year of study.*

Key Words: *Competencies, Prospective Teachers, D. El. Ed., DIETs.*

1. INTRODUCTION:

Teacher Education Institutions (TEIs) train and prepare future teachers both academically and professionally. The teacher educators in these (TEIs) help student-teachers master important competency and skills which can be seen as their competencies in their careers both personally and professionally (Morallos et al, 2014). The concept of competence collectively consists of units such as knowledge, skill, motivation and values. Teacher competencies refer to the general knowledge, skills and attitudes require of the teaching profession (Koksal, 2014). In this context, competencies refer to the abilities, attitudes and skills that student-teachers have gained and bring to the learning process effectively and efficiently. The understanding of competence in the teaching profession predicts the competence of prospective teachers in guiding and motivating students towards their goals (Aslan and Bakir, 2017). One of the main goals of education is to help children realise their full potential. For this to happen, education must be of high quality. This can be achieved through strong teacher education programmes that improve the skills and competencies of student-teachers.

2. LITERATURE REVIEW:

The competency of the prospective teachers is moderate. Several studies revealed that prospective teachers have moderate competencies (Morallos et al.,2014; Harun, 2025). A study conducted by Aslan and Bakir (2017) showed high level of competencies among prospective teachers.

The significant mean difference with respect to gender differs from no significant mean difference to a significant mean difference in competencies. A study indicated no significant mean difference in the competencies between male and female prospective teachers (Sahin et al., 2010). A study conducted by Aslan and Bakir (2017)

revealed significance mean difference between male and female prospective teachers in competence in favour of male prospective teachers.

The significant mean difference with respect to year of study reveals a significant mean difference in competencies of prospective teachers with respect to year of study. Harun (2025) found a significant mean difference in pedagogical competence of prospective teachers with respect to year of study in favour of senior prospective teachers.

3. RATIONALE OF THE STUDY:

Teachers play a key role in guiding students in the right direction. They must improve their competencies and skills to help students grow their creativity and build their own knowledge. In today's technological world, people need to adapt quickly to new and changing technologies. Education helps individuals adjust to these changes. To succeed, people must be creative and smart in their approach. This is only possible when teachers and future teachers are highly competent in their profession. Competency is very important for achieving learning goals. It helps them choose the best teaching methods, assessment tools, and classroom activities that support the all-round development of students. Student-teachers are expected to be well-trained and skilled in competency by the end of their training. Understanding the level of competence of current prospective teachers is important as it gives us insights on their competencies which they have acquired after their training. Similarly, it would resolve any negativity that may arise in teacher training programs. Therefore, the researcher has chosen to study the competencies of elementary prospective teachers in Meghalaya.

4. DELIMITATION:

The study was delimited only to elementary prospective teachers studying in DIETs in four districts of Meghalaya.

5. OBJECTIVES:

- To assess the competencies of elementary prospective teachers
- To find out the significant mean difference in the competencies of elementary prospective teachers among the following groups:
  Gender
  Year of Study

6. HYPOTHESES:

H_o1: There is no significant mean difference in competencies amongst elementary prospective teachers with respect to gender

H_o2: There is no significant mean difference in competencies amongst elementary prospective teachers with respect to year of study

7. METHODOLOGY:

Research Method:

In order to assess the competencies amongst pre-service elementary prospective teachers, the descriptive survey method was used by the investigator in the study.

Population:

The population of the study is comprised of 600 pre-service elementary prospective teachers from various District Institute for Education and Training (DIETs) in Meghalaya. This is shown in Table 1.

Table 1: *Population of the Study*

Institutions	1st Year	2nd Year	Total
DIETs	300	300	600

Sample:

The sample of the study is consisted of 234 pre-service elementary prospective teachers from various District Institute for Education and Training (DIETs) in Meghalaya. This is shown in Table 2.

Table 2: *Sample of the Study*

Institutions	1st Year		2nd Year		Total
	Male	Female	Male	Female	
DIETs	59	58	54	63	234

Sampling Technique:

Simple random sampling technique was used by the investigator.

Tools:

The investigator used a tool named the Teachers' Competencies Measurement Scale (TCMS) by Pranay Pandey (2019) to assess the competencies of elementary prospective teachers in several DIETS in Meghalaya. The scale included the following dimensions. They are: (i) Language and Communication, (ii) Content Knowledge, (iii) Pedagogy, (iv) Teacher Psychology, and (v) Educational Evaluation. The scale was prepared in Likert Scale type of items with five-point scale.

Statistical Techniques:

The statistical techniques used in the study are descriptive and inferential statistics.

8. DATA ANALYSIS:

The data collected is analysed to assess the competencies of elementary prospective teachers.

Table 3: *Competencies of Elementary Prospective Teachers*

Competency	M	SD	Min	Max	Percentage (%)
Language and Communication	30.91	2.81	20	38	77.28
Content Knowledge	30.52	2.85	22	38	76.30
Pedagogy	31.05	3.12	22	40	77.63
Teacher Psychology	31.35	3.24	23	40	78.39
Educational Evaluation	30.25	3.00	22	38	75.62
Overall	**154.09**	**11.52**	**113**	**188**	**77.04**

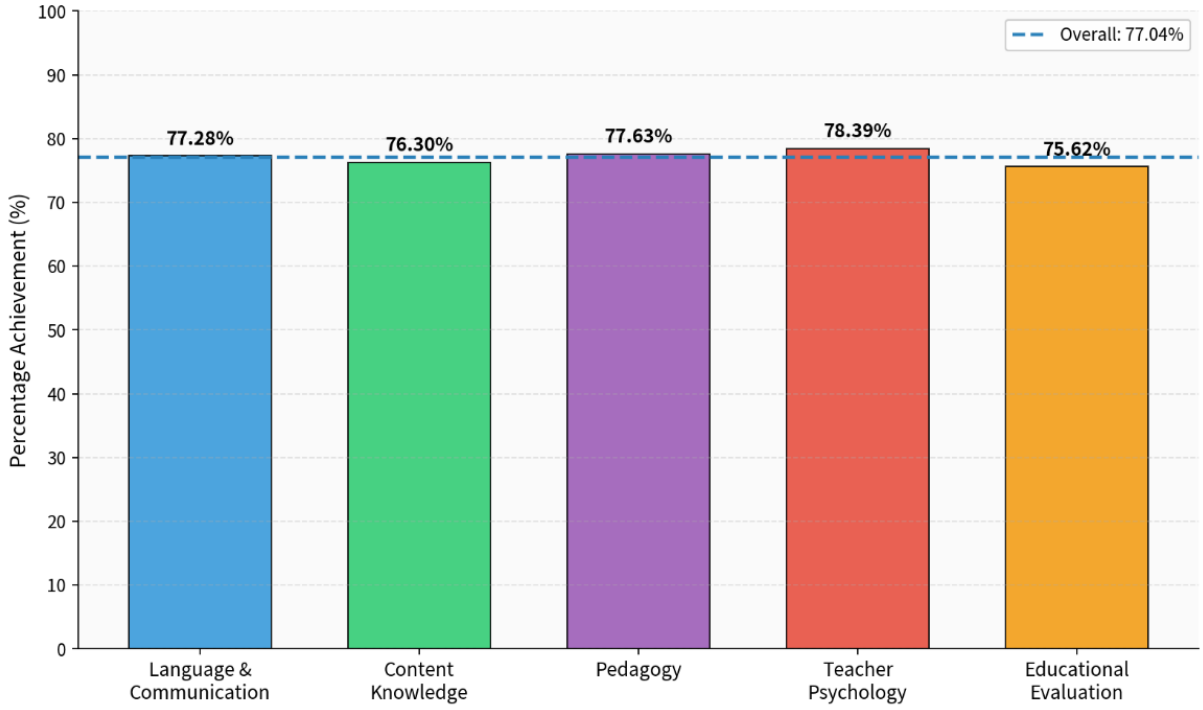


Figure 1: *Competencies of Elementary Prospective Teachers*

Table 3 and Figure 1 provides an interpretation of elementary prospective teachers' performance across the five core competencies: Language and Communication, Content Knowledge, Pedagogy, Teacher Psychology, and Educational Evaluation. The study covers 234 student-teachers across multiple DIET institutions, assessed on five core competencies. Total scores from each competency are 40 and total overall competencies score is 200. Overall performance is moderate, with an average total score of 154.09 (77.04 %).

Competency-wise performance, teacher psychology recorded the highest performance (M = 31.35, 78.39%) followed closely by pedagogy (M = 31.05, 77.63%). Similarly, language and communication was also relatively strong (M = 30.91, 77.28%). Furthermore, content knowledge was found slightly lower (M = 30.52, 76.30%), and educational evaluation was the weakest area (M = 30.25, 75.62%).

Testing Hypotheses

H_o1: There is no significant mean difference in competencies amongst elementary prospective teachers with respect to gender

Table 4: *Mean Difference in Competencies amongst Elementary Prospective Teachers with Respect to Gender*

Gender	N	Mean	Standard Deviation	df	Obtained t-value	Critical t-value	p-value	Remark
Male	113	154.21	13.08	232	0.16	1.97	0.87	Not Significant
Female	121	153.97	9.89					

The results are presented in Table 4. Male student-teachers (n = 113, M = 154.21, SD = 13.08) scored slightly higher on the competency measure than female elementary prospective teachers (n = 121, M = 153.97, SD = 9.89). This indicated no significant mean difference, $t(232) = 0.16$, $p = .87$. The obtained t-value (0.16) was well below the critical t-value (1.97) at the conventional alpha level of .05. Thus, the null hypothesis (H_o1) is accepted. Hence, there is no significant mean difference in competencies between male and female elementary prospective teachers.

H_o2: There is no significant mean difference in competencies amongst elementary prospective teachers with respect to year of study

Table 5: *Mean Difference in Competencies amongst Elementary Prospective Teachers with Respect to Year of Study*

Year	N	Mean	Standard Deviation	df	Obtained t-value	Critical t-value	p-value	Remark
1st Year	117	151.50	11.34	232	3.52	1.97	0.0005	Significant
2nd Year	117	156.68	11.15					

The results are presented in Table 5. Second-year student-teachers (n = 117, M = 156.68, SD = 11.15) scored higher on the competency measure than first-year elementary prospective teachers (n = 117, M = 151.50, SD = 11.34). This showed a significant mean difference, $t(232) = 3.52$, $p = .0005$. The obtained t-value (3.52) exceeded the critical t-value (1.97) at the conventional alpha level of .05. Thus, the null hypothesis (H_o2) is rejected. Hence, there is a significant mean difference in competencies between 1st year and 2nd year elementary prospective teachers, with 2nd year student-teachers demonstrating higher competency levels.

9. FINDINGS AND DISCUSSIONS:

The findings of the study showed average competencies amongst elementary prospective teachers as the obtained scores were all above 75 % with an average score of 77.04 %, showing decent performance but there is scope for raising standards especially in weaker domains through interventions. The competency of elementary prospective teachers in Teacher Psychology, Pedagogy, and Language and Communication showed relative strengths and satisfactorily performance. However, competence of elementary prospective teachers in Content Knowledge, and Educational Evaluation were low amongst the five core competencies, suggesting room for improvement and enhancement with the curriculum.

As the findings of the study revealed moderate level in the competencies amongst elementary prospective teachers. This finding corresponds to the findings of Morallos et al. (2014) which showed competencies of elementary prospective teachers was moderate. However, this finding contradicts the findings of Aslan and Bakir (2017) which indicated that the competencies of elementary prospective teachers is high.

It has been observed from the findings of the study regarding high performance in teacher psychology area, demonstrating that strongest understanding of psychological aspects of teaching and learning. This finding converges with the findings of Aslan and Bakir (2017).

The finding in the performance of elementary prospective teachers in pedagogy area is found to be satisfactory, showing effectiveness in delivering teaching in the classrooms. This finding is in line with the findings of a study conducted by Aslan and Bakir (2017) which revealed the effectiveness in teaching skill.

Similarly, performance in language and communication area was also relatively strong, indicating good language proficiency and communication skills.

The performance of elementary prospective teachers in content knowledge was very much effective, revealing effectiveness in the transmission of theoretical and practical instruction in the classrooms. This finding is in tune with the finding of Harun (2025) which shows teacher education programs have achieved their objectives in this area.

The findings of the study demonstrate lowest performance yet relatively satisfactory among elementary prospective teachers is in educational evaluation area, indicating a need for improvement in assessment, measurement, and evaluation skills. This finding contradicts with the findings of Aslan and Bakir (2017) which revealed high performance in measurement and evaluation.

The findings of the study showed no significant mean difference in the competencies of elementary prospective teachers with respect to gender. This finding was in tune with the findings of Sahin et al. (2010) and Harun (2025). However, this study contradicts the findings of Aslan and Bakir (2017). The male elementary prospective teachers were found comparatively better in teaching competencies than the female elementary prospective teachers.

The findings of the study revealed a significant mean difference in the competencies between 1st Year and 2nd Year elementary prospective teachers in favour of 2nd Year elementary prospective teachers. This finding is supported by the findings of Harun (2025) which revealed that as student-teachers advance their teacher preparation programs, the evidence demonstrates a positive trend in competencies. Hence, competencies do have an influence with respect to year of study.

10. EDUCATIONAL IMPLICATIONS:

The following are the implications of the study:

- Elementary prospective teachers demonstrated solid performance in language and communication but indicates room for improvement. Extended training supports in language and communication may come in handy to elevate competencies of prospective elementary teachers.
- The performance of elementary prospective teachers in content knowledge was the second-lowest overall. Content knowledge mastery remains adequate but highlights that performance could be better particularly in subject-depth. Targeted specific subject-area interventions such as gaining mastery over the content may be beneficial.
- Elementary prospective teachers appeared to be well-prepared in teaching methods and strategies but demonstrates potential for enhancement. Extended pedagogical training will further enhance competency of prospective elementary teachers in pedagogy.
- Competence in teacher psychology emerges as a standout strength among prospective elementary teachers indicating strong understanding of psychological aspects of teaching but signals opportunities for development. Additional coursework and training supports will provide opportunities in enhancing psychological insight and classroom management readiness among prospective elementary teachers.
- Competency of elementary prospective teachers in educational assessment evaluation was the weakest-performing competency overall but reflects areas where progress can be made. This area requires prioritized attention, including more practical training in test construction, data interpretation, and formative assessment techniques.

11. CONCLUSION:

The teachers play a very crucial role inside and outside the classroom for holistic development of the child. Therefore Teacher-Education Institutions have to prepare their student-teachers from being transmitters of knowledge to facilitators of knowledge. To be able to do this, teachers need to enhance their competencies by planning and executing lesson plans in several different ways for teaching different subjects to cater the needs of the pupils in a learning environment. Student-teachers are also encouraged to employ deductive approach, inductive approach, problem-based learning, art, cartoons and brainstorming during the preparation of their lesson plans and executing these

in their practicums and internships. Thus, Teacher–Education Institutions must prepare and build future teachers who will be able to meet the demand for competence teachers.

REFERENCES:

Journal Papers:

1. Morallos, L. H., Ballado, R. S., Arandia, F. S., & Muncada, S. R. (2014). Personal and professional competencies of senior teacher education students. *International Journal of Interdisciplinary Research and Innovations*, *2*(4), 134-138.
2. Koksal, N. (2014). Competencies in teacher education: pre-service teachers‟ perceptions about competencies and their attitudes. *African Journal of Philosophy, 1*(1), 1-7.
3. Aslan, M., & Bakir, A. A. (2017). Evaluation of prospective teachers in terms of academic self-efficacy and professional competence. *European Journal of Educational Research*, *6*(4), 553-563.
4. Harun, A. (2025). Assessing pedagogical competence among prospective primary school teachers: a case study. *Journal of Education Review Provision*, *5*(1), 53-63.
5. Sahin, M., Akbasli, S., & Yelken, T. Y. (2010). Key competences for lifelong learning: The case of prospective teachers. *Educational Research and Reviews*, *5*(10), 545.

Books:

1. Garrett, H. E. (1966). Statistics in psychology and education (6th ed.). Vakils, Feffer and Simons.
2. Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE.

Chapter in Books:

1. Cohen, L., Manion, L., & Morrison, K. (2018). Inferential statistics: Difference tests. *Research methods in education* (8th ed., pp. 776–801). Routledge.