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Role of Curriculum-Content of Teacher Education in the Development of Core Teaching Competencies

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Abstract: To identify the possible curriculum content (what type of content the prospective teachers have had), their own subjective opinions on what the content included and, in relation to that, how educational tasks/activities help in the development of teaching competencies. This article focused on evaluating the goals of three 'Foundational courses' out of the eight-course system. The research paper closely looked at teaching competency implementation by 3 university teachers and 5 prospective teachers who have been involved in preparing teaching competencies with the help of curriculum content since the start of the B.ED. The honors program's objectives are 3 "Foundational courses" out of eight courses. The research paper examined 3 university teachers and 5 prospective teachers who have been contributing to the development of teaching competencies by using curriculum content since the beginning of B.Ed. Honours program. Data was gathered through qualitative interviews, non-participant observations, and documents. The paper also concluded that curriculum content has a considerable contribution to the bolstering of core teaching competencies if it is delivered with intelligent objectives and accomplished by sophisticated educational enterprises. This study gathered primary data that showed students had heard about the official document of the program, clear criteria for assessment, and general and specific objectives of the program. That is why the analysis reveals that the professional use of content delivery and the tasks connected with it can stimulate students' activity and the acquisition of key teaching competencies in teacher education.

Keywords: Curriculum-Content, Teacher Education, Core Teaching Competencies

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## Introduction

Understanding competencies in education is the kind of knowledge, skills, values, and behaviour that the teacher-trainee should exhibit in order to achieve academic achievement in the teacher education programmes (Alias & Alias, 2010). Of these, competencies involve values, beliefs and behaviours which have been found to be effective, especially for particular scenarios (Gupta & Bostrom, 2009). Competency is the knowledge, skill, and behaviour that are used to improve competency and define the fitness for a particular role. Competency-based education is education based on outcomes or learning of discrete competencies that attained popularity in the USA during the middle of the twentieth century. The approach translated to performance standards, which specify task content and instructional sequences to address the variations in learning styles. It focuses on reaching the educational goals and achieving them with the use of numerous types of instruction, corresponding to the styles of learning of the learners.

In the 1960s, David McClelland launched the Occupational Competency Movement, which focused on the values, traits, and motivation of the superior performers instead of the conventional behaviouristic approach based

on known knowledge and skills. This made McClelland write his work in 1973, and Lundberg, who, in his paper in 1970, focused on competency's psychological perspective. By the 1990s, competencies had been subdivided into the ultimate learning objectives supported by Russian scholars Petrovskaya and Markova. In the contemporary stage, competency-based education has been officially admitted, and even organizations such as UNESCO have outlined frameworks for global competencies. It emphasizes learning accomplishments and career and social development to produce competent, qualified personnel for effective work. Each of these four terms was understood as interrelated in a manner that progressed in the continuity of an iterative process. Curriculum may be defined as a path or way to accomplish the intended educational objectives. Content is a definite course towards one or several goals. In teaching, direction and support are given to accomplish instructional goals, and all three, in the process, develop competencies/skills among students.

Figure 1
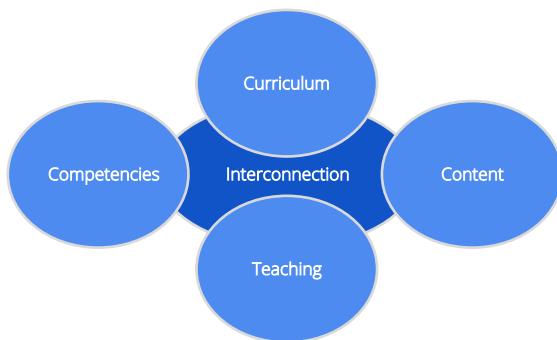
Literature on educational effectiveness seems to outline a conceptual framework that can be described as an 'onion-rings' model, going from the micro-level to the macro-level perspective with individual teachers' Diagram: Stages of analysis in defining contents and forms of teachers professional development, drawn from Teachers' Professional Development: Europe in international comparison, a secondary analysis using TALIS data. Ed.: JaapScheerens. Blauberger, M. (2014); Clarke & Hollingsworth, 2002; Teacher education also pays attention to the concept of a common curriculum in defining teachers' professional learning and development, as well as in achieving the classroom learning outcomes as contained in the student learning outcomes (OECD, 2004). Competency reaches beyond information and practical know-how, and MPHPS defines it as the capacity to meet demands with psychosocial assets such as orientations and actions (Nikolov et al., 2014). Different competency categories are soft and hard competencies, core competencies, functional competencies, and specific competencies, each of which is important in teaching and for organizational success

Figure 2

Operational Definition

The definition of teaching competency is summed up in a set of compulsory instructional or didactic knowledge, skills, and dispositions needed for teaching. The competencies targeted in this research involved enhancing the pre-service

teachers (PTs) with seven teaching and one digital, organizational, management, social-emotional, communication, and assessment competencies focusing on an eight-semester teacher education program (Caena, 2011)

Study Objectives

This study intends to:

1. Explore prospective teachers' subjective beliefs about curriculum content
2. Examine the content-related educational tasks/activities that contribute to teaching competencies development.
3. Analyze the objectives of 3 out of 8 foundational courses from the V semester of the Teacher Education program
4. Find out the extent of competencies development by checking the progress of the VII semester in different educational tasks (presentations, assignments, projects & observations)
5. Explore skills development among prospective teachers aligning with program objectives and curriculum content

Teaching Competencies in the Reflection of Curriculum Content in Teacher Education

Teacher education has been found to influence the effectiveness of educational systems with regard to the importance of the professional development of teachers, including competencies relevant to the 21st century: digital, management skills and social-emotional skills (Council of the European Union, 2006; Nikolov et al., 2014). Teacher education reforms focus on technology integration, assessment, and social-emotional learning in the context of Pakistan; however, the PD is more dependent on the one-shot drum (Bihl & Talbert, 2020). Studies reveal considerable shortcomings in helping teachers transition into teaching from Pre- Service Education and Training and within the first years of teaching to enhance teacher quality, positive classroom climate, efficient formative assessment and preparing the teachers for dynamic teaching standards (Farjon et al., 2019; Hader et al., 2020). This study will attempt to fill these gaps by examining prospective teachers' perceptions of cultivating eight teaching competencies in teacher education institutions.

Theoretical Framework

This article adapted the theoretical framework from the handbook "COMPETENCE BASED FRAMEWORK FOR CURRICULUM DEVELOPMENT" PICTET: The EQF-aligned ICT profession training for Russia and Kazakhstan. The creation and enhancement of practices and tools for designing and delivering C/CELs that are based on competencies in higher education and the economy is the focus of this handbook. This paper, therefore, adopts the following list of core competencies of teaching.

Figure 3
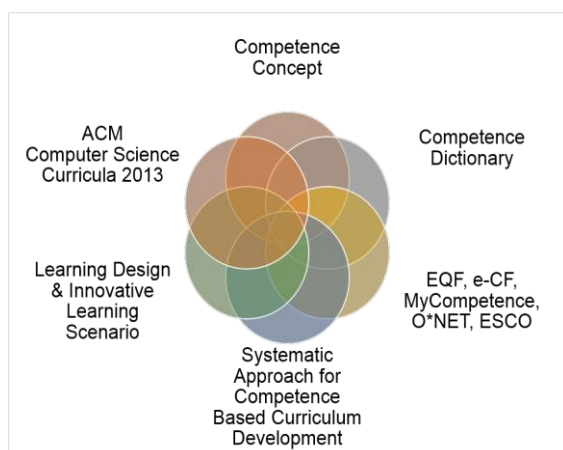
Methodology
Research Design
This study used an instrumental case study approach proposed by Stake (2006) to describe how the content of the curriculum in teacher education promotes TAs' teaching competencies (TCs). Based on an interpretative paradigm, the study sought to interpret the participants' self-constructed perceptions towards the development of TC, which comprised five self-selected prospective teachers (distinctly selected through an online convenience sampling method from the B.Ed Honors program (2020-2024) at the University of Education Lahore and three university teachers. This paper focused on the teachers' engagement in teacher education programs, and the participants were selected through non-probing convenience sampling without stratification, followed by interviews in order to improve theories of TC.

Data Collection
A semi-structured interview was employed for qualitative data collection from the prospective teachers for whom certain teaching competencies are being developed through different courses in teacher education programs. Three foundation courses from the 5th semester: For document analysis, Educational Psychology, Curriculum Development, and Foundations of Education, were adopted for the study. Specifically, non-participant observations were made for interview data enhancement for data collection.

Instrument
Information was obtained from interviews, observations that were both patterned and novel, and documents. During interviews, potential teachers' personal views on what curriculum content should entail and how it informs TC were investigated; in observations, how the subjects taught what they learned in practice was observed. Exploration of the competencies stipulated in the B.Ed. The honors program involved documentary analysis of sixty-four course outlines and teaching guides and the results compared to the observed and reported development of TC.

Procedure
This paper operationally defined teaching competency (TC) and was centred on eight competencies with the aim of examining how teacher education courses and the curriculum content foster the development of the eight competencies across the eight semesters. The participants voluntarily agreed to participate, and data were gathered from documents, non-participant observations during classrooms, and interviews with prospective and university teachers. To coordinate this daily care with curricular objectives, the researcher developed interview questions with the help of official documents, observed the participants during teaching sessions, and analyzed data in order to make corresponding conclusions.

Data Analysis
During the data analysis, interviews with five prospective teachers and three university teachers were transcribed and then read multiple times to get to their meanings. Source records that comprised the lessons taught, together with documented observations, were considered in the study. Understandably, mixed methods research is still a research endeavour that presents many challenges for methodological leadership, as Onwuegbuzie & Johnson (2021) indicated, to which the study responded to the difficulties in providing methodological guidance while adopting the advantage of the technique of switching from inductive to deductive type of reasoning at various stages of the study, as proposed by Hatta et al., (2022). The study used Hybrid Thematic Analysis (Saunders CH, Sierpe, von Plessen, Kennedy AM, Leviton LC, Bernstein, S.L., Moraleda, S-T, ... The findings of the present study illustrate that clients find the concept of abusive supervision relevant to their lives, feel that they have been abused by their supervisors, and perceive supervisor abuse as a significant aspect of workplace supervision (as cited by Saunders et al.,2023) for patterns that answer research questions. This entailed attaching identifying names to segments of the data as well as coding them during the analysis step. This hybrid method is in line with suggestions for more investigation of the dynamic analytical possibilities of the convergent designs while underlining the importance of this method in achieving the research aims and objectives.

Table 1

Research Questions	Indicators	Categories	Themes
RQ1. What subjective beliefs do prospective teachers have about curriculum content processes during teacher education that are the most useful to the development of teaching core competencies?	Initial analysis of content outlines & objectives, teachers and students-teachers dispositions on this content-based development i.e. share the competencies list and objectives of the content follow-ups and information about the competency development tasks Students' participation in the development process Learning, presenting, and applying content in classes during teacher education programs	Curriculum content Role of selected content in learning Way of teaching	Subjective beliefs of PTs & UTs
RQ2. Teaching competencies are developed through general objectives of curriculum content in B.Ed. Honors program?	Curriculum content used in teacher education to develop core teaching competencies i. e ICT use, Communication in English Development moments i.e. interviews, Observations	Objectives of courses Major educational activities Competency development A mechanism for development	Major teaching competencies
RQ3. How do content-related activities/tasks develop core competencies for teaching during the teacher education program?	1. Assignments 2. Presentations 3. Projects	Daily work checking Assess students progress at the end of each topic Curriculum content has an effective role in the development of TC Assignments, Presentations & Projects	Content-related educational tasks

Table 1 below shows the breakdown of the codes in relation to the research questions by the end of the study. The three primary areas of concern were a look at the strategies, issues and considerations. The first of these deals with the acquisition of eight generic teaching competencies at the end of teacher education, classified in relation to the curriculum content and manner of accessing information. Regarding the curriculum content, competencies that include the use of ICT and communication in English were given priority, while for data collection, interviews and observations were used to gather information concerning the learning and development of students. The second issue centred on content analysis of competency and emerging competencies in relation to initial appraisals of content outlines objectives and the perception of teachers and student-teachers on competency-based learning. It also focused on the role of students in learning, presenting, and applying content in the context of teacher education programs. The third issue focused on content-related activities that enable the growth of the teaching competencies with references to assignments, presentations and projects.

Validity and Reliability

The validity and reliability of the study were as follows: three procedures based on Noble and Smith (2015). In order to capture the participant information as closely to the truth as possible, the researchers (a) asked participants to confirm the information given in the interviews, (b) gave participants transcripts of the interview with opportunities for participants to amend them if necessary, and (c) used triangulation by checking official documents and observations. Dependability was also depicted by providing detailed methods and results, hence making it possible for the study to be done again by other people.

Observations Analysis Sheet

Table 2

Teaching Competencies	Observations/Objectives	Participants					Total responses to indicators
		1	2	3	4	5	
1. How to teach	-Do they apply learned teaching strategies? - Introduction - Relate with previous knowledge - Elaborate with examples - Conclude presentation at the end	✓ ✓ X ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ X ✓ ✓	✓ ✓ X ✓ ✓	✓ ✓ ✓ ✓ ✓	5/5 5/5 2/5 5/5 5/5
2. Use of technology/Digital competency	Do they use - multimedia, - PowerPoint slides, - A-V aids effectively?	 X X X	 X X X	 X X X	 ✓ ✓ X	 X X X	 1/5 1/5 0/5
3. Organizing students in class	Do their presentations - Slides/project - organized?	 ✓ ✓	 ✓ ✓	 ✓ ✓	 ✓ ✓	 ✓ ✓	 5/5 5/5
4. Participating in school/class management	*Management during presentation? - Allocated time management - Work completion on time	 ✓ X	 ✓ X	 ✓ X	 ✓ X	 ✓ X	 5/5 0/5
5. Addressing diverse issues	Are they able to perform among fellow students - chattering during their presentations?	✓ ✓	 ✓	 ✓	 ✓	 ✓	5/5 *Sometimes irritated but tackled
6. Tackling the emotions/Social-emotional competencies	Do students feel shy and less confident but overcome	✓	✓	✓	✓	✓	5/5
7. Communication in a foreign language (English)	Are they able to communicate/deliver lectures in English with fluency?	X	X	X	X	✓	4/5 one is *Somehow better, not good
8. Appropriate use of assessment & feedback	*Are they able to improve after assessment? *Do you take feedback seriously, and so they improve?	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	5/5 5/5

During an observation in a "Curriculum Education" class for the fifth semester, the researcher noted a group presentation on peace in daily life, a topic from the Pakistan Studies textbook. Students appeared shy and inexperienced, reflecting their amateur status. Comparing this observation with results from the observation sheet confirmed that teaching competencies among undergraduate students have gradually improved since the first semester. Detailed findings will be discussed in the next chapter.

Findings

Three research questions were formulated for the study mainly to give a substantive information response, which is explained in the following chapter. This chapter describes results related to each theme and sub-theme identified from the research and interview questions. Therefore, documentary analysis was adopted in order to study the process of teaching competency development in three grounded courses of the B.Ed Honors program, which comprises 64 courses spread over eight semesters ending with teaching practice semester each. Its objectives are to produce teachers with content knowledge, instructional effectiveness, professional commitment, and ethical standards with the English language as a medium of instruction other than certain subjects such as Islamic studies and language. These include curriculum development, educational psychology, and foundations of education, as well as professional competence, student management, and learning environment. Some of the assessment tools include assignments, presentations, group projects and practical usage of teaching competencies. Based on the subject knowledge test on eight competencies, eighth-semester students demonstrated different levels of performance, and the highest score reached up to 90 per cent. An observation made in the fifth semester showed that students were still in the process of acquiring the skills; for example, when presenting, they were shy. The comparison with the results obtained in the previous work showed that, indeed, the teaching competencies of the students have been gradually increasing since the first semester.

Findings From Participant's Interviews Validated On Three Educational Tasks

1.   Assignments   2. Presentations   3. Projects

Table3

Sr.No.		Yes	No
	Presentations		
1	Does the prospective teacher engage classmates during presentations?	P 8/8	
2	Does the prospective teacher know how to structure presentations to convey complex concepts effectively?		
3	Is the prospective teacher able to use multimedia and other resources in presentations?		
4	Does the prospective teacher know about the evaluation standard or criteria?		
5	Does the prospective teacher encourage questions during his/her presentations?		
	Assignments		
1	Does the prospective teacher prepare content-based assignments Does that meet learning objectives?	P8/8	
2	Does the prospective teacher understand, comprehend, and evaluate own written work before final submission?		
3	Does the prospective teacher complete the tasks on Various types of assignments e.g., term papers, projects, timelines charts, present materials & article reviews?		
4	Does the prospective teacher improve his/her performance After getting feedback on work/assignments?		
5	Does the prospective teacher believe that assignments develop his/her writing, thinking & content creation competencies?		

	Projects		
1	Does the prospective teacher participate well in content-based projects that meet the course objectives?		
2	Does the prospective teacher understand, comprehend and evaluate own work before final submission?	P8/8	
3	Does the prospective teacher work in teams to achieve the target in terms of specific projects during the program?	P1/8	1/8
4	Does the prospective teacher improve his/her performance After getting feedback on the project work?		
5	Does the prospective teacher believe that project develop his/her writing, thinking & content creation competencies by working in teams?		

All the prospective teachers are well aware of all three educational activities as they stated in their interviews that they are trained from the very first day of their course to work like that with the help of their teachers.

Interview Results

The university teachers employed a variety of competencies development techniques (assignments, presentations & projects) during the teacher education program. The majority of the teachers and student-teachers agreed upon the development of teaching competencies through curriculum content in teacher education programs. Interview findings were going to be interpreted under three research questions.

Subjective Beliefs about Curriculum Content Processes in Teacher Education

Both prospective and university teachers' perceptions were also parallel regarding curriculum content as an important factor in teaching core competencies. They noted that a synergy of the pro-vice chalk face aided by set structured courses, educational tasks, and teaching practices prepared student-teachers.

One prospective teacher said, "*Yes, we did during the previous semesters, mainly in the foundation courses of Teacher Education; the competencies were more ongoing and much more formative." Now, in this semester, we could state that teachers would regard our participation in different educational activities in the class as a development and progress more as future teachers*" (PT3, VII semester).

Teachers at the university level supported this view while arguing that a competency-based approach to teaching and learning was relevant to the application of knowledge in real life.

In the view of one teacher, "*According to competence-based curriculum design, the purpose is to ensure that the learners are in a position to showcase the acquired competencies after having attained the required combination of data, skills and abilities* (UT 2).

Teaching Competencies Developed Through Curriculum Content in B.Ed. Honors Program

The general goals and curriculum in the B.Ed. Honours programs are aligned to enable competencies such as teaching, use of computers, social-emotional skills, and assessment skills.

One university teacher said, "*A list (official document of the whole program) of competencies is useful for the alignment of competencies to learning objectives and outcomes. The competencies' behavioural indicators shown in the catalogue are also hidden and may also be employed as assessment criteria*" (UT3).

Potential teachers observed that course aims are relevant to their acquisition of knowledge as well as their assessments.

Comment from one participant: "*Yes, objectives of a course help the student-teachers know what to learn and how to prepare for the assessment*" (UT1).

Another one said that there is a positive correlation between the work done by a student and his or her grade. In other words: "*In constructing the assessments, you were already aware of what would be tested right from the start*" (PT2).

The respondents stated that teaching challenges, including large classroom enrolments, hindered them from attending to each learner.

Another teacher said, "*Multivocal affairs of students like the need for extra attention from the teacher and or emotional counselling, managing the pressure of assignments, and interim social and economic issues need to be solved here, but the major concern is overcrowded classes in government universities*" (UT1).

Therefore, core digital competencies, as well as ICT integration, stood out as critical components when it comes to teacher education programmes. Nonetheless, teaching in English was not easy for many prospective teachers, because assignments, presentations, and communication in English were problematic.

Content-Related Activities/Tasks for Developing Teaching Core Competencies

Course activities such as assignments, presentations, and projects were described as relevant in building up competencies of teaching. Such tasks help inculcate knowledge and skills in an actual or near-actual setup other than when testing.

The following was observed by one of the prospective teachers, "*During the teacher education program, the university teachers used a number of approaches to develop competencies (assignments, presentations and projects)*" (PT5).

University teachers observed that competencies have enhanced the program's work and that new forms of activities using internet facilities are not in isolation are emerging, for instance, online assignments and computerized questionnaires or surveys for competency building.

This one teacher said, "*It has been a wider range that is a bit of beneficial competency to develop. "We do it and then review it too,*" added Tariku (UT2).

The challenges that emerged in team-based tasks affected the prospective teachers.

One participant highlighted: "*Much stress is involved in working in a group because compared to individual projects, it is always challenging. I've had several issues in any task that involved working with a partner or a group; people were shirking their duties, some were idle and some desired leniency for not wanting to work*" (PT4).

University teachers pointed out that the teaching practices learned while undergoing teacher education affect the student's future practice. They also touched on the need to link assessments to competencies to improve learning performance.

One teacher noted, "*Teachers consider that it is important to practice what you preach: If you consider one type of assessment as being more beneficial to the process than, say, the other, then you have to do it so your students can get ideas that can be used for their own uses in the classroom*" (UT3).

From the findings, it was found that prospective and university teachers understand that the content of the curriculum, educative tasks, and strategies play an important role in teaching competency acquisition. Through such activities, one is able not only to provide competency practice and application but also to do activities like overcrowded classes and time limitations or group task dynamics, which can sometimes make it very difficult to practice or apply any competency. However, the following activities are effective in promoting competency: The following are some of the activities that can help in promoting competency: - Group work.

Literature Support to the Findings of Study

Table 4

Teaching Competencies	Adopted/Adapted from the Study	Literature Support
1. How to teach	(Francesca Caena, 2011)	(Black & Wiliam, 1998a)
2. Use of technology/Digital competency	Caena, 2011)	(Ananiadou & Claro, 2009;Farjon, 2019; Durak, 2019)
3. Organizing students in class	(Caena, 2011)	(Wesselink & Wals, 2011).
4. Participating in school management	(Caena, 2011)	(Nikolov et al., 2014)
5. Addressing diverse issues	(Caena, 2011)	
6. Tackling the emotions/Social-emotional competencies	(Caena, 2011)	
7. Communication in a foreign language (English)	*Evaluating the Lisbon Strategy*	(Treidler, 2011)
8. Assessing learning among students	Adapted from Caena, (2011)	(Canadas, 2023)

Results in Table Align with Research Questions

Table 5

Research Questions	Participants	Answers
What subjective beliefs do prospective teachers have about curriculum content processes during teacher education that are the most useful to the development of teaching core competencies?	PTs + Uts	Consensus on the role of curriculum content
	UT3	Designed with the combination of courses, educational tasks
	PT3	The competencies were more ongoing and much more formative
	UT2	Gaining both the necessary knowledge and the capacity to use that knowledge
Teaching competencies are developed through the general objectives of curriculum content in BEd. Honors program?	UT3	Catalogue of competencies is implicit
	PT4	Process of teacher education that inculcate those competencies among them
	UT1	An important component of learning
	PT2	You were already aware of what would be evaluated at the outset.
	Uts + PTs	Organizing a large number of students in one class causes
How do content-related activities/tasks develop core competencies for teaching during the teacher education program?	UT1	Competences and their successful connection to learning
	UT3	University teachers employed a variety of competency development techniques.
	PT5	Extra assistance from the teacher, emotional counselling, handling work completion pressure

Discussion

The perceptions of students and teachers were explored in this study towards curriculum content in teacher education and the extent to which it contributes to teaching competency. It also shows that current methods of distributing material fail to increase competency-based learning, thus the need for reform. An important teaching strategy is to expose prospective teachers to the teaching competencies within the curriculum content, enabling them to transfer the skills to real practice situations. This is in line with the EHEA changes that stress learner-centeredness and engagement and that employ strong learning activities (Dolin et al., 2018). Digital competencies for the purposes of contemporary teaching should, therefore, include not only the availability of ICT tools in the learning environment but more prominence on the STTE as a means of fostering self-efficacy among pre-service teachers to incorporate ICT in their teaching-learning practices (Ananiadou & Claro, 2009; Farjon et al., 2019; Durak, 2019). Another important factor that appeared as an area of concern was Classroom Management and Social-Emotional Competencies. The

study findings highlighted overcrowded classes as a major factor in the difficulty of managing a large number of students, especially in B.EDHonours programmes at government universities. Teachers find it challenging to teach every child in their class due to the differences, which lowers the quality of teaching. This is compounded by the fact, as identified by Hadar et al. (2020), that there is a scant focus on social-emotional learning (SEL) in teacher education programs. Also, the maintenance of English as a medium of instruction for assignments, presentations and other communication is a challenge that prospective teachers encounter, the same case found in Pakistan, Saudi Arabia and India by Rasool et al. (2024). Studies on formative assessment systems revealed that they have a positive effect on learning, metacognition and professional development. Debates by Koloi-Keaikitse (2016) show that formative assessments assist prospective teachers in categorising learning, engaging in constructive appraisal and taking proprietorship of their learning in order to develop enhanced insight into teaching competencies. Assessment assignments, presentations, and projects have added value to the development of core competencies. Assignments enhance written and analytical skills, presentations improve communication and interaction abilities, and projects foster teamwork and problem-solving capabilities (Black & Wiliam, 1998a).

Conclusion

The student-centred approaches support the infusing of teaching competencies in prospective teachers in universities. Graduating teachers should be able to design and develop the quality of teaching practices in the future during their career in student teacher education. In agreement with Caena (2011), professional teachers' competencies are a conception of knowledge, skills, appreciation, and orientation that are essentially linked to the academic subject. These include ways of teaching, utilisation of technology in learning and teaching, ways of managing learners in a classroom, ways of participating in school governance, ways of briefing families, ways of handling diversity, handling of ethical issues in the teaching profession, approaches to dealing with emotions arising from the teaching practice, and ways of assessing learners. Apparently, all the competencies can be developed through the content of degrees if used professionally.

Implications

1. Ensure a clear understanding of TC development objectives in educational institutions
2. Frequent up-to-date training in specific areas of teaching competencies can enhance the Professional development (PD) of teachers
3. Knowledge and use of traditional and modern TC strategies are needed in education
4. Designing more effective techniques in TC is possible through teacher education and training
5. An effective use of curriculum content for enhancement & improvement of teaching and learning is required

Limitations

1. My sample size unable to provide useable results but insight of phenomenon is there
2. Researcher's biasness may cause misinterpretation of phenomenon
3. No generalizability of instrumental case study results

Recommendations:

1. Engage in a study to study more on the progression of the provider raining so as to close the gaps in the ever growing education sector
2. If more general and valuable information is required, conduct a mixed method approach, or use more than one case study.
3. Conduct the study under various circumstance or in other settings in order to extend its use.
4. Develop a set of competencies as a part of preparing teachers that will enable graduates to address new paradigms and untested issues.
5. Expenses and concerns relative to curricula effectiveness by university staff and students..

Future Implications

1. Fund TE approach towards teaching competency (TC) enhancing as one of crucial components of the education system.
2. Employ various approaches for achieving the purpose of evaluating learning achievements of the student-teachers.
3. They must go on to continue their research on this field in order to enhance teacher education programs.
4. Design content of curricula with competencies as central and evaluate, at the end of each term/semester, the abilities of the students to apply the competencies as required in real or teaching situations.
5. Investigate the gaps in the teaching learning process to determine the progress gained form curriculum content to assess the competency acquired by students.

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