



Evaluation of Pedagogical Competencies of Pre-service Teachers in the Teacher Education Program at University Level

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ARTICLE INFO	ABSTRACT
Article History: Received: October 03, 2025 Revised: November 02, 2025 Accepted: November 14, 2025 Available Online: November 23, 2025	<i>The purpose of this study was to assess the pedagogical competencies of pre-service teachers enrolled in teacher education programs at the university level in southern Punjab. The research focused on key competency areas including subject mastery, instructional strategies, classroom management, and assessment techniques. The objective of this study was to determine the level of these competencies among pre-service teachers and to explore the relationship between them. Researchers employed quantitative research design for its conduction. Simple random sampling technique was employed to collect data from pre service teachers at The Women University Multan, Bahauddin Zakariya University, and Emerson University Multan. Data were collected through a structured questionnaire from 211 students enrolled in Bachelor of Education and Associate Degree in Education programs. Researchers used descriptive statistics (frequency, percentage, mean) and inferential statistics (Pearson correlation) were used for data analysis. The results exposed that pre-service teachers showed strong subject knowledge and assessment skills but had notable deficiencies in classroom management. A significant positive correlation was found between subject knowledge and assessment abilities, while instructional strategies and classroom management had the weakest correlation. It was concluded that while current teacher education programs provide a foundation, they lack practical training elements essential for developing complete pedagogical competency. The study recommends enhancing teacher training programs by incorporating practical teaching experiences, mentorship, classroom simulations, and ICT-based instruction. These reforms can help equip future educators with the necessary skills to effectively manage diverse classroom environments and improve student learning outcomes.</i>
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Introduction

A country's or nation's education system is vital to its prosperity. There are many factors that contribute to the quality of any educational system, but the most important one is the quality of the

teachers. Because higher education contributes to the socioeconomic and moral development of a nation, there should be high expectations for teachers' performance at this level (Afalla & Fabelico, 2020).

A teacher's ability plays an important role in a student's achievement and performance at all levels of education. A teacher's performance can be measured by the achievement of his or her students. According to Alahmad et al. (2021), teacher characteristics such as training, teaching experiences, pedagogical practices, and professional development are the most significant factors determining student achievement. Study concluded that teachers' abilities to organize material, ask higher-order questions, use student ideas, and probe student feedback are important variables in the learning process.

Based on the findings of Alnasib (2023), the study, student characteristics, school characteristics, and teacher characteristics are responsible for 83%, 7%, and 13% of the variance in student achievement, respectively. An analysis of students who had the "most effective" teachers and those who had the "least effective" teachers, according to Bueno (2023), revealed that there was a 39 % difference in student achievement between those who had the "most effective" teachers and those who had the "least effective" teachers. A teacher's practices and abilities have a significant impact on the achievement and performance of a student. Methodologies of teaching contribute significantly to the teaching-learning process in an educational setting. Consequently, it is at the heart of a student's learning process. According to Andreasen et al., (2022), direct instruction is one of the most effective teaching strategies available to teachers. Numerous studies have linked findings from classroom observation to measures of pupil achievement and found that this method of teaching is effective.

According to Dursun et al. (2021), nine instructional strategies can be used to improve student achievement. The following are examples: Identifying similarities and differences, Summarizing and taking notes, recognizing effort and reinforcing efforts. According to Maren et al. (2021), other studies related to teachers' subject matter often evaluate either: 1) whether a major or minor in a subject area, such as mathematics, influences student achievement); 2) Whether teacher certification affects student achievement; 3) Whether advanced degrees, such as master's degrees, or professional development, increase student achievement. Considering the attitude of teachers, Winget and Persky (2022), recommend that knowledgeable teachers, with a positive attitude toward accelerated students, should be aware of possible prejudices among their peers and strive to maintain an accepting and tolerating classroom environment.

1. To assess the level of pedagogical competencies of preservice teachers in the teacher education program.
2. To determine the relationship between pedagogical competencies of preservice teachers in the teacher education program.

Review of Related Literature

Subject Mastery

There is a growing trend in personal and professional development circles toward subject mastery. The term mastery refers to the position of command or authority in a particular field of endeavor (Daugherty et al., 2024). The term "Subject Mastery" refers to the possession or display of great skill, knowledge, or technique related to a given subject. In other words, subject mastery refers to the teacher's knowledge of the subject. When a teacher masters subject matter, they are empowered to engage in critical thinking and have the ability to guide their students in acquiring the appropriate knowledge, skills, attitudes, and values (Winget & Persky, 2022).

An in-depth understanding of a topic's core concepts, theories, and principles. A person with application skills is one who is able to apply knowledge in order to solve problems and make informed decisions. Analyzing, evaluating, and synthesizing information effectively is the definition of critical thinking (Winget & Persky, 2022). It is essential for the teacher's knowledge of the subject matter to extend beyond the scope of the curriculum in order to be able to explain it to the students. According to (Bueno,2023), it is essential that teachers master the subject matter before imparting it to learners, as this will allow them to prepare appropriately for their lessons.

Kim et al. (2021) identified several dimensions of teacher quality identified by a meta-analysis conducted by the Centre for Public Education including content knowledge, teaching experience, and professional certification.

Instructional Strategies

Effective pedagogy relies on instructional strategies to facilitate student learning and achievement. A combination of science and art of teaching is used to develop these strategies (Kim et al., 2021). Heilporn, et al. (2022) demonstrated that instructional strategies significantly influence student engagement, knowledge retention, and academic success.

Learners are actively engaged in knowledge construction through student-centered instructional approaches. A constructivist strategy encourages students to gain knowledge by exploring concepts, asking questions, and discovering solutions (Kim et al., 2021). Comparatively to traditional lecture methods, these methods foster critical thinking skills. Collaborative learning strategies such as think-pair-share, jigsaw activities, and group projects use social learning principles to enhance understanding (Wood et al., 2025).

Today's classrooms must address diverse learning needs through differentiated instruction. Based on students' readiness levels, interests, and learning profiles, this approach modifies content, process, and product. Teachers can meet individual student needs by using tiered assignments, flexible grouping, and learning centers (Yahya et al., 2024).

Technology has transformed teaching possibilities and led to blended learning models (Horn & Staker, 2015). A flipped classroom has shown promise for increasing student engagement and mastery through online learning and application activities. The use of learning management systems, educational apps, and interactive whiteboards can provide students with personalized, interactive learning experiences (Wood et al., 2022).

Metacognitive strategies represent another critical dimension of effective instruction. Such as think-aloud, reflective journals, and self-assessment prompts help students develop awareness of their own thinking processes and learning strategies. When teachers explicitly model and teach metacognitive skills, students become more independent and strategic learners (Yahya et al.,2024).

The effectiveness of instructional strategies depends largely on their alignment with learning objectives, student characteristics, and contextual factors. Direct instruction remains valuable for teaching basic skills and factual knowledge while more open-ended approaches better suit higher-order thinking and creativity development. The gradual release of responsibility model provides a framework for strategically transitioning from teacher-led to student-directed learning (Heilporn, et al., 2022).

Teacher education programs must prepare preservice teachers to select, adapt, and implement diverse instructional strategies flexibly. This preparation should include opportunities for microteaching, lesson study, and reflective practice to develop pedagogical expertise. As educational research continues to evolve, teachers must remain informed about evidence-based practices while developing the professional judgment to adapt strategies to their unique classroom contexts (Wood et al., 2025).

Classroom Management

Classroom management skills are considered one of the most important elements of effective education and training. In classroom management, materials are placed, duration is set, class rules are set, students are encouraged to participate, rules are obeyed, and academic activities are prepared. Managing the classroom includes important decisions, such as how and with whom students sit, setting lesson hours, organizing materials, and ensuring students' participation. It is important to pay attention to ongoing events and behavioral problems in the classroom and the way teachers behave (Shank & Santiago, 2022). Classroom management enhances student participation, increases class participation, and prevents potential problem behaviors in the classroom. A well-managed classroom increases student achievement (Wolff et al., 2021). Classrooms are important places for education and training. Learning and teaching activities require an effective system. Classroom management skills and knowledge are essential to keeping order, using classroom-teaching materials efficiently, and supporting active participation by all students (Seufert et al., 2022). Effective classroom management creates a positive classroom environment and facilitates learning. All students should practice regular class-life and self-control under classroom management. Effective classroom management is the key to becoming an effective teacher. A classroom teacher who does not effectively manage a classroom, participate in classroom activities, use his/her time efficiently or achieve the necessary tasks will find it very difficult or even impossible to succeed. As a result, without effective classroom management, students will not participate actively, and without active participation, learning will not be effective. Several studies have shown that active participation in a lesson increases learning (Shank & Santiago, 2022; Wolff et al., 2021). According to the research, with effective classroom management, undesirable behavior can be prevented, and students' participation in class can be increased. Basically, a systematic review is an examination of original research on a subject using certain methods. A systematic review provides the most powerful and useful evidence for implementation (Huang et al., 2023).

Assessment Techniques

Assessment techniques support pedagogical competence by measuring student learning, supporting instructional decisions, and improving educational outcomes (Sony et al., 2021). Summative and formative assessments are integral to teaching-learning processes, each serving distinct but complementary purposes. Formative assessment, conducted during instruction, provides ongoing feedback that helps teachers adjust their teaching strategies and supports student learning. Common formative techniques include classroom questioning, think-pair-share activities, and short

quizzes that offer immediate insights into student understanding (Asamoah et al. ,2022). The summative assessment evaluates cumulative learning by using standardized tests, final projects, and end-of-term exams (Badmus et al., 2021).

The assessment methods traditionally used in higher education are the examinations and written tests. However, these methods do not inform how learning occurred as they mainly promote a hierarchy of grades. A review of the literature about assessment methods reveals that tests with Multiple Choice Questions (MCQ) bring some issues encouraging surface rather than deep learning and assessing low levels of cognitive processing (Sony et al., 2021).

Students' learning is captured through alternative assessment methods in contemporary assessment practices. Students can demonstrate higher-order thinking skills and real-world application of knowledge through performance-based assessments. In recent years, authentic assessments have gained popularity as they provide more meaningful evaluations of student capabilities. Asamoah et al. (2022) report that the integration of technology in assessment has enhanced opportunities for timely and personalized feedback.

It is important to align assessment with learning objectives. To ensure coherence between what is taught and what is evaluated, assessments should be developed together with curriculum goals. Differentiated assessment strategies also promote equity in evaluation. By developing rubrics and clear scoring criteria, students can better understand expectations and evaluation standards, improving assessment reliability and transparency (Farhady & Tavassoli, 2021).

Research underscores the significant impact of assessment practices on student motivation and achievement. When implemented effectively, assessment becomes not just a measure of learning, but a powerful tool for learning itself .Teacher education programs must therefore emphasize assessment literacy, equipping preservice teachers with the skills to design, implement, and interpret various assessment methods .As education continues to evolve, assessment techniques must adapt to meet the demands of 21st century learning, focusing increasingly on competencies such as critical thinking, creativity, and collaboration (Badmus et al., 2021).

Research Methodology

Researchers use a Research Design to combine different components into a logical approach to answer their research questions. Methods for conducting research can be determined by the design of the research (Sileyew, 2019). This study used a descriptive research design. According to Bloomfield and Fisher (2019), This is the act of observing and illustrating the way a particular area is governed without trying to influence it. Descriptive research designs are an effective method of identifying specific subjects. Although this type of research and investigation are limited by statistical validity concerns, they are nevertheless valuable tools for researchers if they are aware of their limitations.

This study uses a quantitative research design. The study hypothesis can only be tested by collecting, analyzing, and interpreting quantifiable records. The focus of quantitative methods is on objective measurements and the mathematical, numerical, or statistical analysis of data collected by questionnaires or by manipulating existing data (Sileyew, 2019).

This study uses Designed Questionnaire as a research tool. The questionnaire contains approximately 35 items / statements / questions, each aligned with the Research Objectives and

Hypotheses. Pilot studies are small-scale pre-studies of an entire research project along with a pre-examination of an inquiry instrument to determine difficulty, possibility, time, and cost associated with the project. For clarification of the research statement, 30 students in different universities in Multan District were piloted with the designed questionnaires. The Questionnaire was pilot-tested to determine its effectiveness, suitability, and suitability for use in the research study. Pilot surveys were conducted at The Women's University of Multan, Emerson University of Multan, and Bahauddin Zakariya University of Multan. To avoid ambiguities and imprecise items, the investigator removed seven irrelevant items from the Questionnaire. According to their guidance, seven new items were added to the Questionnaire. As a result of these observations, the Questionnaire was redesigned in accordance with supervisors' and experts' suggestions.

A total of seven public and private universities in the Multan District participated in the study. Three universities (3) were selected out of seven (7) in Multan District for the purpose of collecting data because of the large number of people, financial constraints, and accessibility issues. 211 respondents are selected by simple random sampling from targeted public and private universities. The universities have 350 students enrolled in BS and B.Ed programs. Researchers used descriptive statistics (frequency, percentage, mean) and inferential statistics (Pearson correlation) were used for data analysis. The data was analyzed and interpreted descriptively. Researchers and stakeholders were then presented with recommendations and suggestions. Anonymity and confidentiality will protect participants' identities. All information was stored securely, coding or anonymizing personal details. The study was also protecting participants from potential risks.

Results of the Study

Table no 1

Evaluation of Pedagogical Competencies of Preservice Teachers (Subject-Mastery)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
My Teachers Understand the central concepts of the subjects they teach.	27 (12.8%)	56 (26.5%)	59 (28.0%)	44 (20.9%)	25 (11.8%)	211
My Teachers Create detailed, sequential lesson plans.	25 (11.8%)	42 (19.9%)	58 (27.5%)	52 (24.6%)	34 (16.1%)	211
My Teachers Are confident about their command in the subject matter.	26 (12.3%)	53 (25.1%)	55 (26.1%)	34 (16.1%)	43 (20.4%)	211
My Teachers Can deliver their subject matter confidently.	25 (11.8%)	43 (20.4%)	64 (30.3%)	43 (20.4%)	36 (17.1%)	211
My Teachers Have updated subject matter knowledge.	26 (12.3%)	41 (19.4%)	46 (21.8%)	64 (30.3%)	34 (16.1%)	211
My Teachers Have a command to explain concepts meaningfully.	24 (11.4%)	41 (19.4%)	43 (20.4%)	62 (29.4%)	41 (19.4%)	211
My Teachers Are able to relate concepts with everyday life	26 (12.3%)	57 (27.0%)	46 (21.8%)	50 (23.7%)	32 (15.2%)	211

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
experiences.						
My Teachers Can correlate examples with the subject matter.	24 (11.4%)	38 (18.0%)	55 (26.1%)	43 (20.4%)	51 (24.2%)	211
My Teachers Are able to develop students' thinking skills.	30 (14.2%)	57 (27.0%)	48 (22.7%)	40 (19.0%)	36 (17.1%)	211

Teachers' perceptions of their instructors' pedagogical competencies were mixed. 39.3% of respondents disagreed that teachers understood the central concepts of their subjects, whereas only 32.7% agreed. The level of agreement on lesson planning skills was moderate, with 40.7% in agreement and 31.7% in disagreement. In terms of subject command, 36.5% agreed, whereas 37.4% disagreed. Similar results were observed in the delivery of subject matter, with 37.5% agreeing and 32.2% disagreeing, with the remaining 30.3% neutral.

46.4% of respondents agreed that updated subject knowledge is a strength; 48.8% agreed that a meaningful explanation of concepts is a strength. 44.6% agreed and 29.4% disagreed on examples used to clarify content. Responses were almost evenly divided when it came to applying concepts to daily life. According to 41.2% of respondents, developing students' thinking skills was the weakest area, with only 36.1% agreeing.

Results indicated that updating knowledge and delivering content with clarity were strengths, while critical thinking, linking content with real-life scenarios, and delivering content consistently were weaknesses. Teachers should develop critical thinking skills and reinforce subject knowledge in teacher education programs.

Table no 2

Evaluation of Pedagogical Competencies of Preservice Teachers (instructional strategies)

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
My Teachers Can deliver the lesson in a variety of ways.	24 (11.4%)	56 (26.5%)	64 (30.3%)	42 (19.9%)	25 (11.8%)	211
My Teachers Are able to develop instructional material about the subject easily.	36 (17.1%)	55 (26.1%)	45 (21.3%)	50 (23.7%)	25 (11.8%)	211
My Teachers Can adapt their teaching style for different learners.	22 (10.4%)	49 (23.2%)	62 (29.4%)	55 (26.1%)	23 (10.9%)	211
My Teachers Can prepare and use supplementary materials effectively.	29 (13.7%)	37 (17.5%)	60 (28.4%)	45 (21.3%)	40 (19.0%)	211
My Teachers Can design effective lesson introductions, transitions, pacing and closing.	25 (11.8%)	51 (24.2%)	42 (19.9%)	44 (20.9%)	49 (23.2%)	211
My Teachers Know how to lead the child.	24 (11.4%)	66 (31.3%)	44 (20.9%)	43 (20.4%)	34 (16.1%)	211
My Teachers Know how to organize, maintain and manage the classroom.	28 (13.3%)	61 (28.9%)	52 (24.6%)	50 (23.7%)	20 (9.5%)	211

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
My Teachers Know how to use teaching methods effectively.	31 (14.7%)	46 (21.8%)	60 (28.4%)	42 (19.9%)	32 (15.2%)	211

Instructors' ability to deliver lessons effectively varied among students. 37.9% of respondents disagreed, 31.7% agreed, and 30.3% remained neutral, suggesting lack of diversity in lesson delivery. Furthermore, 43.2% disagreed with 35.5% agreeing, indicating weak material preparation. 33.6% disagreed with changing teaching styles for different learners.

Teachers' feedback on supplementary materials was moderately strong, with 40.3% agreement and 31.2% disagreement. 44.1% of respondents agreed with lesson structuring, while 36% disagreed. Only 36.5% of respondents agreed on leading the child, while 42.7% disagreed. A lack of organizational strategies was apparent in classroom management, as 42.2% disagreed and 33.2% agreed. 35.1% of respondents agreed with using teaching methods effectively, but 36.5% disagreed, suggesting inconsistency.

Among the findings, lessons were organized well and supplementary materials were moderately used, while classroom management, leadership, material development, and variety of lesson delivery were weak. Pedagogically effective teacher training should prioritize classroom management, differentiated instruction, and resource development.

Table no 3

Evaluation of Pedagogical Competencies of Preservice Teachers (Assessment & Feedback Related)

Competency	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
My teachers have command on different types of assessments.	25 (11.8%)	62 (29.4%)	55 (26.1%)	43 (20.4%)	26 (12.3%)	211 (100%)
My teachers monitor students effectively while taking their exams.	24 (11.4%)	64 (30.3%)	46 (21.8%)	57 (27.0%)	20 (9.5%)	211 (100%)
My teachers provide feedback to students accordingly.	29 (13.7%)	48 (22.7%)	51 (24.2%)	46 (21.8%)	37 (17.5%)	211 (100%)
My teachers assign appropriate learning tasks related to subject demand.	35 (16.6%)	46 (21.8%)	63 (29.9%)	40 (19.0%)	27 (12.8%)	211 (100%)
My teachers assess students' understanding in subject matter.	18 (8.5%)	62 (29.4%)	59 (28.0%)	49 (23.2%)	23 (10.9%)	211 (100%)
My teachers use various measuring techniques for assessment.	30 (14.2%)	39 (18.5%)	58 (27.5%)	41 (19.4%)	43 (20.4%)	211 (100%)
My teachers use content management skills.	34 (16.1%)	37 (17.5%)	61 (28.9%)	41 (19.4%)	38 (18.0%)	211 (100%)
My teachers use effective teaching approaches to guide student thinking and learning in the subject.	18 (8.5%)	53 (25.1%)	55 (26.1%)	52 (24.6%)	33 (15.6%)	211 (100%)

Competency	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
My teachers are ready to adapt to teaching resources that are based on students' learning needs.	27 (12.8%)	63 (29.9%)	55 (26.1%)	38 (18.0%)	28 (13.3%)	211 (100%)

Teachers' assessment-related competencies are moderately developed but not consistent across areas. The majority of participants agreed that educators monitor and provide appropriate feedback on exams, yet a significant percentage disagreed. There was a high proportion of neutral responses for competencies such as assigning appropriate learning tasks, assessing students' understanding, and adapting teaching resources. However, a substantial percentage of teachers disagreed with teachers' assessment methods and content management skills. Results showed that exam monitoring, feedback, and diverse assessment methods are strengths, but task assignment, resource adaptation, and content management are weaknesses.

Table no 4

Evaluation of Pedagogical Competencies of Preservice Teachers (classroom management)

Competency	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
My teacher maintains order and discipline in the classroom	22 (10.4%)	47 (22.3%)	46 (21.8%)	52 (24.6%)	44 (20.9%)	211 (100%)
My teacher detects and tackle with respect the differences of opinions among students	22 (10.4%)	44 (20.9%)	62 (29.4%)	59 (28.0%)	24 (11.4%)	211 (100%)
My teacher treats all students with respect and concern	19 (9.0%)	49 (23.2%)	53 (25.1%)	51 (24.2%)	39 (18.5%)	211 (100%)
My teacher encourages discussions in the classroom with respect to difference of opinion	17 (8.1%)	60 (28.4%)	50 (23.7%)	52 (24.6%)	32 (15.2%)	211 (100%)
My teacher makes students partners in setting classroom rules and regulations	35 (16.6%)	55 (26.1%)	44 (20.9%)	40 (19.0%)	37 (17.5%)	211 (100%)
My teacher sympathizes with students and meets their needs when asked for help	26 (12.3%)	38 (18.0%)	63 (29.9%)	56 (26.5%)	28 (13.3%)	211 (100%)
My teacher tries their level best to exhibit a role model to the students	11 (5.2%)	65 (30.8%)	54 (25.6%)	54 (25.6%)	27 (12.8%)	211 (100%)
My teacher can use ICT for making lectures effective	25 (11.8%)	38 (18.0%)	54 (25.6%)	36 (17.1%)	58 (27.5%)	211 (100%)

Students are generally engaged and classroom management is moderately competent. 45.5 % of respondents agreed that teachers maintain order and discipline effectively. As well, 44.6% agreed that teachers can make lectures engaging using ICT, reflecting growing technological competence. Participation and inclusivity, however, appear weaker. Students are not fully involved in setting classroom rules, and 38.4% of respondents view teachers as strong role models.

Around 39–42% of respondents also agreed that teachers respect students, handle differences appropriately, and offer assistance when needed, but roughly 25–30% showed neutral perceptions. Despite maintaining discipline, respecting students, and integrating ICT, teachers need to improve their facilitation of participatory decision-making, encourage open discussions, and serve as positive role models consistently.

Table no 5

Inter Correlations among Factors

		Subject Mastery	Instructional strategies	Assessment and Evaluation	Classroom management
SM	Pearson Correlation	1	.756	.875	.590
	Sig. (2-tailed)		.004	.003	.001
	N	211	211	211	211
IS	Pearson Correlation	.756	1	.665	.578
	Sig. (2-tailed)	.000		.000	.002
	N	211	211	211	211
AE	Pearson Correlation	.875	.665	1	.730
	Sig. (2-tailed)	.003	.000		.001
	N	211	211	211	211
CM	Pearson Correlation	.590	.578	.730	1
	Sig. (2-tailed)	.004	.000	.001	
	N	211	211	211	211

**. Correlation is significant at the 0.01 level (2-tailed).

All pedagogical competency variables are strongly correlated and statistically significant. Teacher subject matter knowledge correlates strongly with assessment and evaluation ($r = .875$, $p .01$) and pedagogy knowledge ($r = .756$, $p .01$), indicating that subject matter experts are also adept at teaching pedagogy. There is also a moderate positive correlation between subject expertise and classroom management ($r = .590$, $p .001$). Assessing and evaluating instructional strategies ($r = .665$, $p .01$) and managing classrooms ($r = .578$, $p .01$) are significantly correlated, indicating that pedagogical knowledge facilitates both. Assessment and evaluation are also strongly correlated with classroom management ($r = .730$, $p .001$), indicating that assessment-skilled teachers manage better. Pedagogical competencies are positively and significantly interrelated, suggesting that improvements in one enhance others.

Discussion and Conclusion

The results of this study, which sought to assess pre-service teachers' pedagogical competencies in teacher education programs at the university level. Students from Emerson University Multan (EUM), Bahauddin Zakariya University (BZU), and Women University Multan (WUM) participated in the study. Student responses revealed a range of agreement, disagreement, and uncertainty across 34 key statements evaluating pedagogical competencies. In general, one-third of the students agreed, another third disagreed, and the remaining were unsure about the statements. This pattern suggests that pre-service teachers develop pedagogical skills inconsistently. There were a high-rating for-lesson planning, subjective knowledge, and communication, but a lower rating for classroom management, technology use, student assessment, and differentiated instruction. According to earlier research, including that of Tlili et al. (2024) and Ammar et al. (2024), theoretical training frequently takes precedence over practical training in Pakistani teacher

education programs. A teacher's capacity to instruct is determined by factors such as their educational background and institutional setting. In order to teach effectively, pedagogy and content must be integrated, as Shulman's Pedagogical Content Knowledge (PCK) theory emphasizes. It is also supported by the data (Seufert et al., 2022) that Vygotsky's Social Development Theory emphasizes scaffolding and mentoring in teacher preparation. Although some fundamental competencies seem to be in place, it is evident that the practical aspects of pedagogical training need strengthening. To ensure that all pre-service teachers are equally prepared for the realities of the classroom, educational institutions must close institutional gaps, offer more practical experiences, and implement continuous evaluation techniques. This study provides valuable insights for teacher educators and policymakers hoping to improve teacher preparation in Pakistan.

This study concluded that teachers are skilled at developing thorough lesson plans, confidently presenting the material, and comprehending and instructing many subjects. They are competent in their field, have the ability to connect ideas to real-world situations, effectively describe methods, foster critical thinking in their pupils, and present lessons in a variety of formats. Majority of teachers are skilled at modifying their methods to suit different students, making good use of supplemental materials, creating engaging lesson plans with introductions, transitions, pacing, and closings, managing assessments, overseeing students, giving feedback, assigning learning tasks, gauging comprehension, employing a variety of assessment strategies, and managing content. Most of teachers use good teaching strategies, adjust to the requirements of their pupils, uphold order, value different viewpoints, promote dialogue, and involve the students in rule-making. They show respect for every student, promote dialogue, and understand their needs. They also use ICT to deliver engaging lessons and act as role models.

Recommendations

The following recommendations are proposed to enhance the pedagogical competencies of pre-service teachers in the teacher education program at the university level:

- Provide specialized training on various assessment techniques (formative, summative, diagnostic) to ensure pre-service teachers can evaluate students effectively.
- Encourage the use of diverse assessment tools (rubrics, portfolios, quizzes) to measure different learning outcomes.
- Train pre-service teachers on active monitoring strategies during exams and classroom activities to maintain discipline and engagement.
- Incorporate technology-assisted monitoring tools (learning management systems, online quizzes) to track student progress efficiently.
- Develop workshops on task design to help teachers align learning tasks with subject requirements and student levels.
- Promote reflective teaching practices where pre-service teachers assess whether students grasp key concepts before moving forward.
- Encourage adaptive teaching strategies by introducing pre-service teachers to differentiated instruction techniques.

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