

Teacher competencies and their role in promoting pre-service teachers' professional growth

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ABSTRACT

This study examined how teacher support, through mentorship, instructional guidance, and relational encouragement, shapes the professional development of pre-service teachers in Indonesian teacher education programs, particularly in influencing their perceptions, readiness, and development of core teaching competencies. A descriptive quantitative design was employed, involving 85 participants who completed a structured questionnaire measuring four key domains of teacher competence: personality, pedagogical, social, and professional. Data were analysed using SPSS, incorporating reliability testing, classical assumption tests, and path analysis to examine the hypothesized directional relationships among these competencies, where personality, pedagogical, and social competencies were modeled as predictors of professional competence. The results indicated that personality, pedagogical, and social competencies significantly and directly influenced professional competence as the outcome variable representing pre-service teachers' preparedness for teaching. Among these, personality competence had the strongest individual impact. These findings highlighted the multifaceted nature of the relationship between teacher educators and pre-service teachers, both formal and informal, which played a critical role in fostering professional identity and instructional confidence by strengthening foundational competencies. By focusing on pre-service teachers' perspectives, this study addressed an essential gap in the literature concerning how competency domains interact to form overall professional competence and provided evidence-based insights for enhancing teacher education programs. Ultimately, the study underscored the need for holistic and responsive teacher training models that integrated interpersonal, ethical, and instructional dimensions aligned with the competency pathways identified in this study to better equip future educators.

Keywords: pre-service teachers; professional development; teacher competence; teacher support

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INTRODUCTION

The role of teachers has undergone a significant transformation in the modern educational landscape, with an increasing emphasis on their pivotal function in the professional development of pre-service teachers. In the context of teacher education, the focus has shifted from merely delivering subject knowledge to fostering comprehensive support systems that nurture pre-service teachers' growth as competent educators. It is critical to understand how pre-service teachers perceive the support they receive during their training programs, as this can provide valuable insights into areas for enhancing the quality of education in Indonesia. However, existing studies have rarely examined how these perceptions translate into measurable developmental outcomes, leaving a significant gap in understanding the specific dimensions of teacher support that strongly influence pre-service teachers' professional growth. This study seeks to explore the complex dynamics of the teacher's role in guiding pre-service teachers' professional development, examining how they perceive the mentorship, instructional guidance, and overall support offered by experienced educators. The study, therefore, highlights the perspectives, challenges, and influential factors that shape pre-service teachers' developmental trajectories during their training experiences (Dreer-Goethe, 2025).

Pre-service teachers, individuals currently enrolled in teacher training programs but not yet fully certified, represent a critical segment of the educational continuum. These individuals are at a formative stage of their careers, where the experiences gained during teacher professional programs significantly influence their professional identity, instructional practices, and perceptions of teaching (Zhao & Zhang, 2017). As such, examining their perspectives provides a comprehensive understanding of how they internalize the various facets of teacher support and how these experiences shape their readiness to enter the teaching profession. Teachers' roles extend beyond the mere delivery of content knowledge to encompass mentoring, role modelling, and providing constructive feedback (Keiler et al., 2020). Therefore, this study delves into how teachers facilitate pre-service teachers' professional growth, focusing on the impact of teacher support on instructional strategy acquisition, the cultivation of a lifelong learning mindset, and the formation of a robust professional identity. Moreover, exploring these dynamics allows for the identification of specific areas where teacher education programs can be improved to better align with the developmental needs of pre-service teachers.

Teacher support also influences broader aspects of pre-service teacher development, including their confidence, adaptability, and long-term teaching philosophy (Akhyar, 2023). Teachers play a crucial role in shaping not only the instructional capabilities of pre-service teachers but also their overall approach to the teaching profession. By fostering a supportive and nurturing learning environment, teachers can effectively mentor pre-service teachers, instilling essential skills that contribute to the development of competent and reflective educators (Akhyar, 2023). However, despite the extensive body of literature on teacher effectiveness in terms of student outcomes, limited research has specifically examined how pre-service teachers themselves perceive the types, quality, and impact of support they receive during training (Suphasri & Chinokul, 2021). Addressing this gap, this study aims to amplify the voices of pre-service teachers, highlighting the nuanced factors that influence their learning experiences, professional development, and emerging teaching philosophies (Suphasri & Chinokul, 2021). By capturing these unique perspectives, the study contributes to a more comprehensive understanding of how teacher-student interactions during teacher training programs shape the professional identities of emerging educators (Irani et al., 2020; Meyer et al., 2023). Furthermore, identifying potential areas of improvement in teacher training programs and mentorship practices based on pre-service teachers' experiences can inform the development of targeted interventions to better align teacher support with the evolving expectations and challenges faced by pre-service teachers in contemporary educational settings.

Central to this study is an in-depth examination of the strategies employed by teachers to support pre-service teachers' professional growth. This study narrows its focus to the forms of instructional, relational, and mentoring support most relevant to competency development, rather than broader learning strategies. This study investigates both the formal aspects of teacher training

programs, such as structured workshops and instructional sessions, as well as the informal components, including mentoring, counselling, and peer support provided by experienced educators (Dreer-Goethe, 2023). Employing a descriptive quantitative methodology, the study uses a structured questionnaire as the primary instrument for data collection, allowing for the systematic measurement of pre-service teachers' perceived support across multiple dimensions (Schiepe-Tiska et al., 2021; Suárez et al., 2020). This quantitative approach enables the identification of statistical patterns of the factors influencing pre-service teachers' perceptions, aiming to uncover specific areas where teacher education programs can be refined to better meet the developmental needs of aspiring educators.

Overall, this study is expected to provide critical insights into the ways in which teachers support pre-service teachers in their professional development. This research not only addresses a significant gap in the literature by offering empirical evidence on the perceived dimensions and impact of teacher support but also underscores the importance of understanding how emerging educators perceive the support they receive during their training. Ultimately, the study offers recommendations for strengthening support structures in teacher education programs. This study contributes to the broader aim of improving educational quality in Indonesia and beyond, equipping future educators with the skills, knowledge, and confidence needed to navigate the complexities of contemporary classrooms.

LITERATURE REVIEW

Pre-service teachers and professional competence

Pre-service teachers refer to individuals undertaking teacher education programs but not yet certified as professional teachers. They are at a critical stage in their professional formation where experiences gained during training significantly shape their identity, teaching practices, and readiness for the profession (Zhao & Zhang, 2017). Professional competence, in this context, encompasses the integration of pedagogical knowledge, personality traits, and social interaction skills that enable teachers to perform effectively in diverse classroom settings (Keiler et al., 2020). Building this competence requires not only mastery of content and instructional strategies but also the ability to foster professional identity, reflective practice, and ethical responsibility (Meyer et al., 2023). Therefore, understanding the determinants of professional competence among pre-service teachers is essential for strengthening teacher education programs.

Beyond these definitions, it is important to note that professional competence cannot be developed in isolation; rather, it emerges through a dynamic interplay of multiple domains of teacher competencies. Scholars argue that pedagogical skills provide the technical foundation for instruction, while personality traits shape teachers' interpersonal engagement and ethical stance in the classroom (Keiler et al., 2020; Lai & Gu, 2011). Social competence, on the other hand, enables teachers to collaborate effectively with peers, mentors, and the broader educational community, which is critical in contemporary learning environments that emphasize collaboration and inclusivity (Parker et al., 2022). Collectively, these dimensions highlight that teacher competence is a holistic construct, where professional competence is the culmination of pedagogical, personality, and social competencies. This integrated view serves as a basis for exploring how pre-service teachers perceive the support they receive during their training and how this support influences their readiness for professional practice.

Teacher competence frameworks

Teacher competence is often conceptualized through four interrelated domains: pedagogical, personality, social, and professional competencies. Pedagogical competence refers to the ability to design, implement, and evaluate effective learning strategies that respond to learners' needs (Yin, 2019). Personality competence highlights internal character traits such as confidence, empathy, and resilience, which influence both teaching effectiveness and the establishment of positive teacher-student relationships (Lai & Gu, 2011). Social competence involves communication, collaboration, and relational skills necessary for working with peers, students, and school communities (Parker et al., 2022). Professional competence, as the outcome of these domains, reflects the integration of knowledge, skills, and dispositions required to sustain a teacher's role and identity (Suphasri &

[Chinokul, 2021](#)). This framework demonstrates that teacher competence is multidimensional, combining cognitive, affective, and interpersonal elements.

Although these four domains are often described separately, research suggests that they are interdependent and mutually reinforcing. For example, a teacher's personality traits, such as empathy or resilience, can directly influence how pedagogical strategies are delivered and received by learners ([Keiler et al., 2020](#)). Similarly, social competence plays a mediating role by enabling teachers to collaborate, reflect, and adapt their pedagogy within a supportive professional community ([Cañabate et al., 2019](#)). In practice, this means that professional competence is not simply the sum of its parts but rather a holistic construct that evolves through the synergy of pedagogical, personality, and social competencies. For pre-service teachers, this interconnection highlights the importance of comprehensive training models that nurture not only cognitive and technical skills but also ethical awareness, reflective capacity, and relational engagement. Without this holistic preparation, pre-service teachers may struggle to internalize their roles as educators and to develop the confidence needed to navigate complex classroom realities ([Meyer et al., 2023](#)).

The role of teacher support in professional development

Teacher support has been widely recognized as a key factor in fostering the professional development of pre-service teachers. Effective support includes mentorship, constructive feedback, and role modelling that help pre-service teachers bridge the gap between theory and practice ([Akhyar, 2023](#); [Dreer-Goethe, 2023](#)). Studies show that personality traits of mentors, such as enthusiasm and empathy, strongly affect how pre-service teachers internalize professional values ([Keiler et al., 2020](#)). Pedagogical modelling through lesson planning, differentiated instruction, and classroom management provides pre-service teachers with practical tools to navigate diverse learning contexts ([Rahmani et al., 2024](#)). Furthermore, social support, manifested in collaborative engagement and relational trust, enhances reflective practice and confidence in professional identity ([Cañabate et al., 2019](#)). These findings indicate that teacher support, in its various forms, is indispensable for shaping the competencies of future educators.

At a deeper level, teacher support functions as both a scaffolding mechanism and a motivational force in the professional journey of pre-service teachers. Scholars have argued that the presence of sustained mentoring and constructive dialogue enables novice teachers to gradually assume responsibility while developing reflective and adaptive teaching practices ([Suphasri & Chinokul, 2021](#)). Inadequate support, on the other hand, often leads to professional uncertainty, reduced confidence, and difficulties in transferring theoretical knowledge into practice ([Suárez et al., 2020](#)). Thus, the quality and consistency of teacher support play a decisive role in determining whether pre-service teachers view their training as empowering or overwhelming. This underscores the need for teacher education programs to institutionalize systematic mentorship, reflective feedback sessions, and collaborative opportunities to ensure that professional competence is cultivated in a supportive environment rather than through trial and error.

Empirical evidence across diverse contexts confirms the significant influence of teacher competencies on pre-service teachers' professional growth. For instance, [Irani et al. \(2020\)](#) found that structured teacher education programs play a vital role in shaping professional identity through staged training phases. Similarly, [Yin \(2019\)](#) highlighted that connecting theory to practice during practicum experiences strengthens pedagogical competence and instructional autonomy. [Parker et al. \(2022\)](#) emphasized the importance of mentoring relationships, showing that positive relational dynamics predict stronger professional identity formation. Research in Asian contexts also demonstrates that reflective practices, collaborative feedback, and social interaction with mentors contribute to building confidence and competence among pre-service teachers ([Suárez et al., 2020](#); [Suphasri & Chinokul, 2021](#)). Collectively, these studies illustrate that teacher competence development is shaped by a combination of structured pedagogy, personality modelling, and supportive social environments.

While these findings consistently highlight the benefits of comprehensive teacher education, several studies also caution that the absence of balanced support can lead to uneven professional

competencies. For example, pre-service teachers who receive strong pedagogical input but limited mentoring often struggle to translate theoretical knowledge into classroom practice, whereas those with rich social support but inadequate instructional modelling may develop confidence without sufficient pedagogical depth (Cañabate et al., 2019). Moreover, the majority of prior research has focused on evaluating program structures or mentor perspectives, rather than capturing how pre-service teachers themselves perceive and experience the support they receive (Meyer et al., 2023). This indicates a persistent gap in the literature: the need to foreground pre-service teachers' voices to better understand how teacher competencies is internalized and enacted during training. Addressing this gap can provide crucial insights for designing teacher education programs that balance technical, personal, and relational dimensions of professional growth.

The research gap

Despite the growing literature on teacher education, limited attention has been given to examining how pre-service teachers themselves perceive the support they receive in developing professional competence. Much of the existing research emphasizes teacher effectiveness from the perspective of student learning outcomes rather than focusing on the voices of pre-service teachers (Meyer et al., 2023). In Indonesia, research on teacher competencies often concentrates on certified teachers, leaving a gap in understanding how competencies are cultivated during the formative pre-service stage (Mustakim, 2021). Addressing this gap is essential, as pre-service teachers' perspectives can provide valuable insights into the strengths and weaknesses of current teacher education programs. Therefore, this study seeks to contribute to the body of knowledge by investigating how teacher support, particularly in terms of personality, pedagogical, and social competence, influences pre-service teachers' perceptions of their professional competence.

METHOD

This study employed a descriptive quantitative research design aimed at investigating the role of teachers in supporting the professional development of pre-service teachers, with a focus on how such roles are perceived by the participants. The study was theoretically grounded in teacher competence frameworks proposed by Kunter et al. (2013), which conceptualize teacher competence as a multidimensional construct consisting of pedagogical, personality, and social competencies that jointly shape professional competence. The approach was used to quantify perceptions across four domains of teacher competencies.

The study involved 85 pre-service. Participants were recruited through purposive sampling because they were actively enrolled in teacher education programs and were undergoing systematic professional training, making them an appropriate population for examining perceptions of teacher support and competence development. Access to participants was obtained through institutional permission from the faculty, and on a voluntary basis with informed consent. Participants completed an online questionnaire designed to measure their perceptions of teachers' competencies in the domains. The instrument was adapted from existing validated scales and was pilot tested to ensure clarity and relevance.

The collected data were analysed using SPSS software. The analysis included: 1) descriptive statistics to summarize the overall trends and distribution of participant responses, 2) validity and reliability testing, using Pearson product-moment correlation for item validity and Cronbach's Alpha for internal consistency, 3) classical assumption tests prior to conducting path analysis, including normality test, multicollinearity test, linearity and additivity, independence of observation, and recursivity. Path analysis was conducted to determine the direct effects among the observed variables, using regression-based modelling. The following hypotheses were formulated to examine the relationships among the competencies:

H_0 : There is no significant direct effect of personality competence on professional competence.

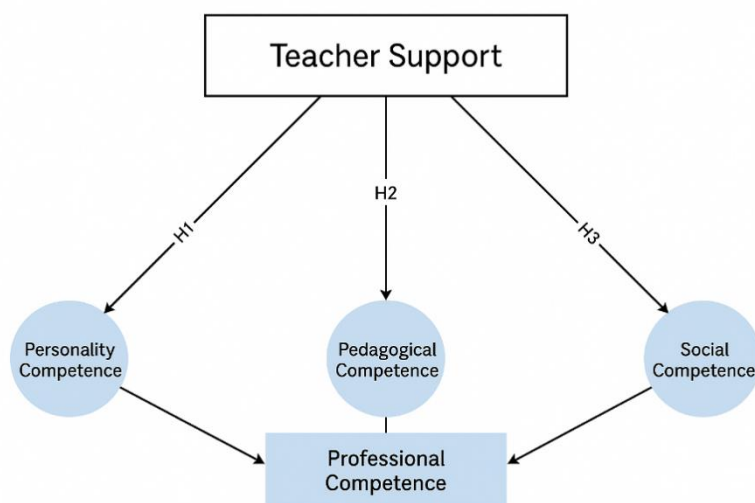
H_1 : There is a significant direct effect of personality competence on professional competence.

- H_0 : Personality competence and pedagogical competence do not significantly affect professional competence.
- H_1 : Personality competence and pedagogical competence significantly affect professional competence.
- H_0 : Personality, pedagogical, and social competence do not significantly affect professional competence.
- H_1 : Personality, pedagogical, and social competence significantly affect professional competence.

The path analysis model is visually represented in [Figure 1](#), which illustrates the hypothesized relationships among the teacher competence variables.

Figure 1

Structural Path Model between Teacher Competency Domains and Professional Competence



[Figure 1](#) illustrates the conceptual model used in this study, showing how Teacher Support influences the development of pre-service teachers' personality, pedagogy, and social competencies, which in turn contribute to their overall professional competence. The diagram visually outlines the hypothesized direct pathways between the latent constructs, providing a clear representation of how teacher support and the three competence domains interact in shaping pre-service teachers' professional growth.

FINDINGS

This section presents the findings of the study based on the data collected from 85 pre-service teacher education students through questionnaires and interviews. The results are organized to address the research objectives, beginning with the reliability and validity of the instruments, followed by classical assumption testing, hypothesis testing using path analysis, and a discussion of the influence of personality, pedagogical, and social competences on professional competence. Both quantitative and qualitative insights are integrated to provide a comprehensive understanding of how teacher competence supports pre-service teachers' professional development.

Reliability test

To assess the internal consistency of the instrument, a reliability test using Cronbach's Alpha was conducted on the 21 questionnaire items across four variables. According to the reliability criteria, a Cronbach's Alpha value greater than 0.70 indicates that the instrument is reliable. The results showed that all four variables obtained alpha values > 0.70 , which indicates the instrument used in this study is statistically reliable and can consistently measure the intended constructs in [Table 1](#).

Table 1*Reliability Test Results of Each Variable*

Variable	Cronbach's Alpha
Personality Competence	0.82
Pedagogical Competence	0.87
Social Competence	0.79
Professional Competence	0.85

In [Table 1](#), all four variables met this criterion, with pedagogical competence showing the highest reliability at 0.87, followed by professional competence at 0.85, personality competence at 0.82, and social competence at 0.79. These results suggest that the questionnaire used to measure each domain of teacher competence demonstrated strong internal consistency. Therefore, the data collected from the participants can be regarded as reliable, providing a solid foundation for subsequent analyses such as assumption testing and path analysis.

Classical assumption test

Normality test

The normality test was conducted using the Kolmogorov-Smirnov test in [Table 2](#), where a significance value (Sig.) greater than 0.05 indicates that distribution of the data is normal. The results showed that the significance values for all variables were greater than 0.05, suggesting that the data were normally distributed.

Table 2*Normality Test Results*

Variable	Kolmogorov-Smirnov Sig.	Conclusion
Personality	0.200	Normal
Pedagogical	0.150	Normal
Social	0.180	Normal
Professional	0.160	Normal

Multicollinearity test

Multicollinearity was tested using the Variance Inflation Factor (VIF) in [Table 3](#). A VIF value less than 10 indicates no multicollinearity problems among independent variables. The test results showed that all VIF values were well below 10, and it indicates that the independent variables are free from multicollinearity.

Table 3*Multicollinearity Test Results (Tolerance and VIF)*

Independent Variable	Tolerance	VIF
Personality	0.78	1.28
Pedagogical	0.80	1.25
Social	0.76	1.32

Hypothesis testing

Path analysis was conducted to test the proposed hypotheses regarding the influence of personality competence, pedagogical competence, and social competence on professional competence. The following results are derived from SPSS output:

Hypothesis 1:

H₀ : Personality competence does not directly influence professional competence.

H₁ : Personality competence directly influences professional competence.

Based on the path coefficient output, the significance value is 0.000 (< 0.05). Thus, H_0 is rejected, and H_1 is accepted, indicating a significant direct effect of personality competence on professional competence.

Hypothesis 2:

H_0 : Personality competence and pedagogical competence do not directly influence professional competence.

H_1 : Personality competence and pedagogical competence directly influence professional competence.

The significance value is 0.000 (< 0.05), meaning that both personality and pedagogical competence have a significant effect. H_0 is rejected and H_1 is accepted.

Hypothesis 3:

H_0 : Personality, pedagogical, and social competence do not directly influence professional competence.

H_1 : Personality, pedagogical, and social competence directly influence professional competence.

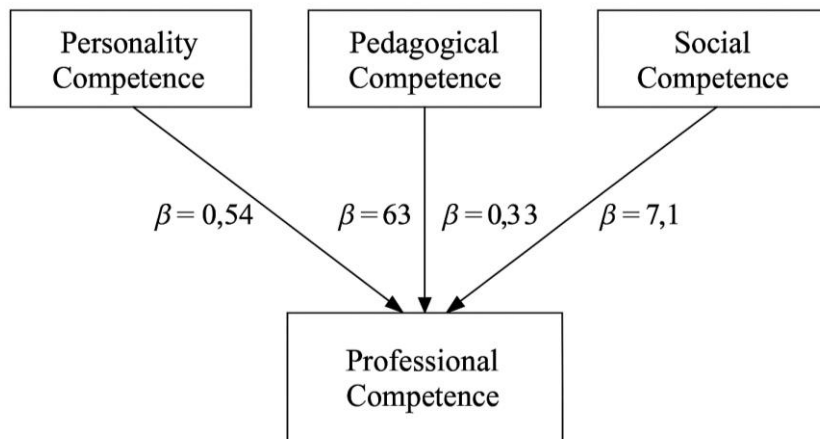
The sig. value is again 0.000 (< 0.05), indicating that all three independent variables significantly affect professional competence. H_0 is rejected, and H_1 is accepted.

Table 4

Path Analysis Results and Significance Values

Independent Variables	Standardized Coefficient (β)	Sig. Value	R ²
Personality	0.54	0.000	0.29
Personality + Pedagogical	0.63	0.000	0.38
Personality + Pedagogical + Social	0.71	0.000	0.49

Table 4 presents the results of the path analysis, showing how combinations of teacher competencies, such as personality, pedagogical, and social, contribute to the professional competence of pre-service teachers. When examined individually, personality competence showed a standardized coefficient (β) of 0.54 with a significance value of 0.000, indicating a strong and statistically significant direct effect. The R² value of 0.29 means that personality competence alone accounts for 29% of the variance in professional competence. When pedagogical competence was added to personality competence, the effect became stronger, with a β of 0.63 and R² increasing to 0.38, suggesting that these two variables together explain 38% of the professional competence. Finally, when all three variables, personality, pedagogical, and social competence, were considered together, the combined β reached 0.71 with an R² of 0.49, indicating that this combination explained 49% of the variance in professional competence (see Figure 2). These findings demonstrate that each domain contributes meaningfully, and collectively they have a substantial impact that reinforces the importance of addressing all three competencies in teacher education to support the development of pre-service teachers.

Figure 2*Path Diagram of the Influence of Teacher Competence on Professional Competence*

DISCUSSION

The findings of this study confirm that personality competence, pedagogical competence, and social competence significantly and directly influence pre-service teachers' professional competence. These results reinforce the multidimensional nature of teacher development and align with prior research across diverse educational contexts.

First, the influence of personality competence ($\beta = 0.54$) on professional development highlights the importance of internal character traits such as integrity, resilience, and enthusiasm in building future teachers' professional identity. Previous studies have demonstrated that when mentor teachers model professionalism, empathy, and emotional regulation, pre-service teachers internalize these values and incorporate them into their developing teaching identities (Li et al., 2011; Zhao & Zhang, 2017). Moreover, Keiler et al. (2020) argue that personality traits influence how supportive and inspiring mentor teachers are perceived, thereby affecting the motivation and engagement of their mentees. This emphasizes that personality competence is not merely about individual disposition but plays a foundational role in shaping how pre-service teachers perceive and enact their future professional roles.

In terms of pedagogical competence, the standardized coefficient ($\beta = 0.63$) suggests a strong and direct contribution to the shaping of instructional competence. This supports findings by Yin (2019), who emphasized the significance of linking theory and practice through pedagogy that is responsive to learners' contexts and needs. Similarly, Rahmani et al. (2024) highlight that pedagogical modelling, such as designing effective lesson plans and using differentiated instruction, helps pre-service teachers develop confidence and autonomy. Eventually, this empowers emerging educators to translate theoretical knowledge into practical, student-centred classroom practices.

Interestingly, social competence showed the strongest direct effect ($\beta = 0.71$), indicating that the ability to communicate, collaborate, and build professional relationships plays a pivotal role in shaping professional development. This result echoes the findings of Parker et al. (2022) who assert that the relational dimension of teacher mentoring significantly predicts pre-service teachers' professional growth and socialization into school culture. In the same vein, Cañabate et al. (2019); Parsons and Stephenson (2005) found that social interaction with peers and mentors fosters reflective practices and collaborative engagement, both of which are integral to professional competence. This finding underscores that strong social competence, manifested through effective communication, collaboration, and relational skills, not only facilitates pre-service teachers' integration into school culture but also promotes reflective and collaborative practices essential for their professional growth.

Moreover, the model's cumulative effect ($R^2 = 0.49$) demonstrates that nearly half of the variance in pre-service teachers' professional competence is explained by the combination of these

three competencies. This suggests the need for a holistic approach in teacher education, as recommended by [Hang \(2021\)](#); [Schiepe-Tiska et al. \(2021\)](#); [Suárez et al. \(2020\)](#); [Thuy & Nguyen \(2020\)](#), wherein teacher educators integrate interpersonal skills, ethical foundations, and instructional proficiency into training modules. Taken together, these findings contribute to a growing body of literature emphasizing that professional competence is not solely the product of cognitive or technical preparation but is also heavily shaped by relational and character-based mentorship. As such, improving teacher education programs requires intentional investment in developing these competencies among teacher educators to support pre-service teachers more effectively.

The findings of this study affirm that personality, pedagogical, and social competencies significantly contribute to pre-service teachers' professional competence. Among these, personality competence showed the strongest direct effect, suggesting that personal character traits such as confidence, empathy, and ethical responsibility are foundational to becoming an effective educator. Furthermore, when combined with pedagogical knowledge and social skills, these competencies interact to build a more holistic and well-prepared teaching profile. These insights reinforce the need for teacher education programs to adopt more integrative training approaches that go beyond content mastery to include mentorship, reflective practice, and interpersonal development. Through such efforts, pre-service teachers can be better equipped to meet the challenges of the profession and develop into impactful educators.

CONCLUSION

This study provided empirical evidence on the critical role of teacher support, specifically through personality, pedagogical, and social competencies, in influencing the development of professional competence among pre-service teachers in Indonesian teacher education programs. The path analysis revealed that while all three variables significantly and directly impacted professional competence, social competence emerged as the most influential factor. This finding suggests that the ability to foster meaningful interactions, build trust, and collaborate effectively is central to shaping how future teachers perceive their preparedness and identity in the teaching profession. Personality competence also showed a strong contribution, emphasizing that internal character strengths such as integrity, enthusiasm, and resilience are vital in building professional identity. Pedagogical competence, although slightly less dominant, still played an essential role in equipping pre-service teachers with the skills necessary to translate theory into effective classroom practices. Together, these dimensions reflect the multifaceted nature of professional teacher development, where both interpersonal and instructional aspects must be addressed in tandem. Considering these findings, it is crucial for teacher education institutions to design programs that go beyond the transfer of academic content. Supportive and structured mentoring systems should be implemented, where experienced educators' model not only pedagogical expertise but also interpersonal sensitivity and ethical behaviour. Opportunities for pre-service teachers to engage in collaborative planning, reflective dialogue, and relational learning experiences should be systematically incorporated into the curriculum. Furthermore, professional development for teacher educators should include training on how to foster social and emotional engagement, provide personalized feedback, and cultivate a nurturing learning environment. By embedding these holistic support strategies into teacher preparation, institutions can better equip future educators with the confidence, competence, and commitment needed to thrive in the dynamic realities of today's classrooms.

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CONFLICT OF INTEREST STATEMENT:

The authors declare that there is no conflict of interest regarding the publication of this article.

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