The Relationship between Teaching Skills of Teacher Educators and Teacher Trainees' Teaching Performance

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Article info	Abstract
	Teachers' effectiveness is highly dependent on the quality of training they receive, which is, in turn, affected by the teaching skills of teacher educators. This article, therefore, examines the relationship between Ethiopian teacher educators' teaching skills and their trainees' teaching performance. To achieve this objective, this correlational research targeted 11 teacher educators and 47 English language teacher trainees. The data were collected using questionnaires, observations and interviews. The analysis indicates that there is positive correlation ($r = .90$, $p < .05$) between teacher educators' competence and trainees' effectiveness in teaching primary school English language. Besides, although the teacher educators perceive themselves as effective trainers, their trainees revealed that the trainers were not effective in the areas of providing feedback and engaging their trainees in reflective practices during peer-teaching and recording their progress. A significant relationship was found between teacher educators' performance and long-term success in the teaching effectiveness of trainees. Consequently, professional development programs should be organized for teacher educators. Additionally, the curriculum of teacher education should be revised. Besides, the Ministry of Education should devise a way of assessing the competence of teacher educators. Furthermore, teacher educators should encourage reflective practices during training teachers. ***Keywords:*** adequacy, teaching performance, teaching trainees, teacher educators, training skills

1. Introduction

Teachers are required to demonstrate their ability to foster essential skills and positive attitude in their students regarding the subjects they teach. The findings of various researchers show that teacher-training institutes are performing an average job and are not keeping up with the 21st century classes because of a loose connection between theory and practice. Our own previous study (Beshah & Anshu, 2024) and Dawit (2023) hint that quality of English language education in Ethiopia is influenced by the teacher training system.

The quality of education in the Ethiopian primary school is influenced by the competence of teachers. The teachers' competence in turn is influenced by the competence of teacher educators. This relationship is critical, particularly in the context of Ethiopian primary education, where foundational skills are developed. However, scant attention has been granted to this issue in previous studies. This research gap hinders the development of evidence-based practices for teacher training programs in the country.

In addition to such paucity of studies, our experiences of training teachers in the summer program taught us that there is a need for empirical research on the issue since the primary school English language teachers are struggling to exhibit the required competence in English. Additionally, the performance and achievement of the students whom we taught is not satisfactory. It is also believed that it is challenging to design and implement training programs that can effectively enhance the teaching skills of teachers without this knowledge. There is also a pressing need for research on the pedagogy employed by teacher educators.

The effectiveness of teacher education programs is often measured by the teaching performance of trainees. Despite the recognition of the critical role that TEs play in shaping the trainees' competencies, there remains a significant gap in understanding how the teaching skills of TEs influence their trainees' teaching performance. This article then investigates the correlation between teacher educators' teaching performance and the subsequent teaching performance of their trainees. This study then intended to achieve the following objectives:

1. Identifying the teaching practices of teacher educators;
2. Exploring the teaching performance of teacher trainees; and
3. Examining the relationship between teacher educators' teaching skills and the trainees' teaching performance.

2. Literature Review

The Ethiopian education system has experienced significant reforms, including teacher-training programs. All the reforms emphasize enhancing the quality of teacher training and improving student learning across the country.

The quality of teacher education is a critical determinant of educational outcomes, particularly in developing countries like Ethiopia.

Studies consistently show that effectiveness of teacher trainers directly influences trainees' teaching performance. The findings of Darling-Hammond (2006) reveals that the quality of trainers is vital in shaping the competencies of teachers at schools. This assertion is also supported by the findings of Su and Wang (2022) that highlight how well-prepared trainers can enhance trainees' classroom management skills, pedagogical knowledge, and overall teaching effectiveness.

In Ethiopia, trainers possess advanced degrees and are viewed as experienced professionals. Their qualifications, teaching methodologies, and practical experiences directly play pivotal roles in the quality of training provided to trainees. However, many of them lack adequate pedagogical practices. Similarly, Haftu et al. (2017) identified gaps in professional training on contemporary pedagogical practices. Their finding indicates that many trainers have not received adequate training in modern teaching methodologies. This lack of preparation can hinder their ability to mentor trainees effectively.

Dawit's (2023) study also notes that despite having experience and advanced level of certification, the trainers frequently rely on methods that may not adequately prepare trainees for modern educational challenges. Such traditional methods may not engage trainees effectively. This gap in pedagogical training can ultimately affect their performance in primary schools (ibid). If the training of trainers emphasizes active learning methodologies, trainees are more likely to adopt similar practices in their teaching careers (Yueqin & Mohammed, 2023). In addition to the pedagogy, effective teacher education programs must integrate this skill with content knowledge to ensure that trainees are well-prepared for classroom challenges. This integration enables the training programs to bridge the gap between theoretical pedagogical concepts and their practical applications in the classroom. It also enables the trainers to provide trainees with real-world examples and build trainees' confidence in their ability to teach effectively.

The study of Anteneh et al. (2021) shows that trainees who are exposed to high-quality teaching practices tend to demonstrate better classroom management skills, instructional strategies, and student engagement techniques. Conversely, if teachers are trained using ineffective teaching methods, they may struggle to adapt to the demands of modern classrooms as the training approaches adopted by TEs significantly affect their attitudes and performance.

Teacher trainees in Ethiopia are expected to show proficiency in various aspects of teaching, such as lesson planning and delivery, assessment, and student engagement. Gelana et al. (2023) revealed the factors influencing

the teaching performance of teacher trainees, including the quality of mentorship and support provided by TEs. Such practices, which include workshops, seminars, and collaborative training sessions keep teachers updated on effective teaching strategies. In addition, the teaching environment which includes the resources available within educational institutions also impact performance. Access to teaching materials, technology, and supportive administrative structures can facilitate better teaching practices for both trainers and trainees (Eyasu & Zinab, 2024). Dawit (2023) also claims that implementing feedback systems where trainees can evaluate their educators fosters a culture of accountability and continuous improvement within teacher education programs.

The quality of teaching at teacher education institutes can be realized through engaging teacher educators in professional development programs. This has been contended by Ping et al. (2018) who state that ongoing training opportunities can significantly enhance trainers' teaching practices, which, in turn, benefits their trainees. In addition, the review of different studies conducted by Cui (2022) highlights that effective professional learning programs for teacher educators lead to improved instructional strategies and better educational outcomes for trainees. However, such structured professional development programs for teacher educators are notably lacking in the Ethiopian context. Agegnehu (2017) discusses the challenges faced by Ethiopian TEs in adapting to changes in the curriculum and emphasizes the need for professional development opportunities to enhance their teaching skills. Haftu et al. (2017) claim that the Ministry of Education's initiatives have made strides toward reforming teacher education; yet, many programs still fail to integrate practical teaching experiences with theoretical knowledge effectively. This problem indicates that enhancing professional development could bridge the gap between educator performance and trainee outcomes.

In summary, the various reforms conducted on teacher training programs imply that teacher education needs to be updated. The effectiveness of teacher training is also highly influenced by the subject matter and pedagogical competence of the trainers. This in turn improves the teaching skills of teacher trainees. Hence, teacher training programs should integrate theoretical competence and teaching performance.

3. Method

3.1. Participants

The study involved a selected sample of teacher educators (TE) and teacher trainees from Dessie College of Teacher Education and English language teachers at primary schools in Kombolcha town. In order to select the teacher education college, we used purposive sampling technique due to its proximity to our residence. Additionally, most of the teachers in Kombolcha

are the graduates of this college. This method enhances the alignment between the sample with the objectives. On the other hand, simple random sampling was employed to select the teacher trainees and teacher educators. This method has ensured that every individual within the population got equal chance of being selected. This in turn helped us mitigate selection bias. The study included 54% of the teacher educators and 19% English language teachers of primary school in Kombolcha town for interviews and classroom observations wherein there are 11 teacher educators (TEs) in Dessie College of Teacher Education and 47 English language teachers (trainees) in the primary schools of Kombolcha town. We wrote the names of these individuals on pieces of paper and folded them. Then we requested our colleagues to pick 9 papers and 6 papers to identify the participant teacher trainees and teacher educators respectively. By employing this sampling methods, we were able to obtain a diverse representation of participants, which is crucial for capturing a wide range of perspectives and experiences regarding teacher education practices.

Regarding the sample size, the sample size is adequate to obtain qualitative data where depth of understanding is prioritized over breadth. A smaller sample can yield rich qualitative data. On the other hand, all the teacher educators and 47 teacher trainees participated to fill in a questionnaire. These participants were selected because they attended their diploma program in the colleges found in Amhara region. Those who attended their college training in other regions were excluded since there is curriculum difference across regional states of the country.

3.2. Materials and Instruments

We employed questionnaire, observations and interviews to collect the needed data from these participants. The questionnaire aimed at exploring the teaching methodologies, self-reported teaching effectiveness and perceptions of classroom management skills of both the teacher educators and English language teachers (trainees). Therefore, both the TEs and primary school English language teachers were asked to complete surveys assessing their teaching skills and teaching performance. The questionnaire contained 15 items which were categorized under 5 main aspects of teaching, such as feedback, instructional strategies and follow-up, subject matter knowledge, pedagogical skills and reflective practices. These items were organized based on the five-points scale, such as very adequate, adequate, I am not sure, inadequate, and very inadequate. The questionnaire items were used in this study because of their reliability as previously used by Dereje (2012) who is a local researcher. Hence, the items have been evaluated for relevance and comprehensiveness in a similar context. This historical precedent implies that the questionnaire is grounded in established research, enhancing its validity.

In addition, the semi-structured interviews are designed and employed to explore the experiences of the participants with teaching methodologies, and the perceived challenges in teaching performance. The interviews provided deeper insights into the factors that influenced the relationship between TEs' teaching skills and trainee teachers' teaching performance. Furthermore, direct observations of the teacher trainees were conducted in real classroom settings. The observations were supported by observation checklists to evaluate the teaching behavior of the teacher trainees, such as the subject matter competence, pedagogical skills and interpersonal competence of the trainees. The use of structured checklists minimized subjective bias in the observations and allowed us for consistent evaluation across different teacher trainees. Using three instruments enhanced triangulation, which strengthened validation by corroborating findings across different data sources.

3.3. Procedure

The quantitative data were collected using a questionnaire while the qualitative data were collected using the interviews and the classroom observations. The questionnaire was distributed in paper format with the help of school directors and collected immediately after it was filled in by the participants. After the questionnaire, it was the classroom observation carried out. We observed nine English language teachers' and six teacher educators' classrooms. These participants were randomly selected. The teachers were observed teaching English language lessons related to auxiliary verbs, listening skills, adjectives, voice, and vocabulary, punctuation marks – the comma, and adverbs. The lessons were delivered to grades 3, 4, 5 and 6 students. We audio-recorded the lessons. This process was also supported by our observational notes. Finally, the teachers were interviewed in their school compound while the TEs were interviewed in their respective offices. The interviews were scheduled and conducted at convenient times for the participants, ensuring a comfortable environment for open discussion. The interviews and observations were audio-recorded (after securing verbal agreement) and transcribed for analysis. Amharic was the preferred language of interview by most of the participants. Therefore, the transcribed interview and observational data were translated into English before the coding process. Then, the coding process was done considering the segments of the data that represent key themes. The themes emerged from the data (inductive). This helped us to categorize the analysis. The coding also helped us to reduce the large amount of raw data.

3.4. Data Analysis
3.4.1 Quantitative Data Analysis

In order to analyze the survey data, descriptive analysis (frequency, percentages and mean) was performed to summarize the data while inferential

statistics was used to assess the relationship between the variables using SPSS (version 26). Spearman's rho was computed to determine the correlation between the variables. Spearman's rank correlation was preferred because the data collected was ordinal—from very adequate (5) to very inadequate (1). This aimed to identify patterns and associations between the two variables.

3.4.2 Qualitative Data Analysis

With regard to the qualitative data which was obtained from the interviews and observations, thematic analysis was employed to identify common themes and patterns within the transcribed data. The coding process involved several stages: open-coding, axial coding and selective coding. After coding, the data were categorized into various themes based on similarities among the codes. This was supported by NVivo (version 11). Transcripts were coded to extract themes related to teaching practices, subject matter knowledge, challenges faced by teacher educators and teacher trainees. The final results were arrived at by triangulating the results of the quantitative and qualitative data. SPSS and NVivo were utilized because they were part of PhD training program of Addis Ababa University.

4. Results and Discussion

The data collected for this study consisted of survey results from 47 teacher trainees and 11 teacher educators of Dessie College of Teacher Education, focusing on their perceived teaching skills and performance.

4.1. Results
4.1.1 Results From Quantitative Data

The results of the survey provide insights into feedback practices, assessment methods, subject matter competence, pedagogical skills, and self-evaluation techniques. This analysis presents the findings using descriptive statistics, such as frequencies, percentage and mean. The calculation was supported by SPSS (version 26) (See Table 1).

The study examined feedback practices during exams and assessments. Results indicated that 45.5% of respondents agreed on the effectiveness of the feedback provided to the trainees during assessments and exams. The mean score for this aspect was 3.2, which is below the grand mean, suggesting a below average level of satisfaction with the feedback processes.

Regarding the recording of trainees' progress, the data revealed a lower level of practice among participants, as the mean result (2.9) is below the overall mean (3.3). Specifically, 45.5% of respondents rated this aspect as 'Inadequate,' resulting in a mean score of 2.9. This suggests a need for improvement in how trainee progress is tracked and documented.

Table 1

Teacher Educators' Perceptions About Their Teaching Skills

Item	Responses (Frequency & Percentage)						
	VA	A	UD	I	VI	Sum	Mean
1	1 (9.1%)	5 (45.5%)	1 (9%)	3 (27.3%)	1 (9%)	11 (100%)	3.2
2	1 (9%)	2 (18%)	3 (27.3%)	5 (45.5%)	0 (0%)	11 (100%)	2.9
3	2 (18%)	6 (54.5%)	0 (0%)	2 (18%)	1 (9%)	11 (100%)	3.5
4	1 (9%)	6 (54.5%)	1 (9%)	3 (27.3%)	0 (0%)	11 (100%)	3.5
5	1 (9%)	5 (45.5%)	1 (9%)	4 (36.4%)	0 (0%)	11 (100%)	3.3
Grand mean							3.3

In contrast, subject matter competence emerged as a strong point in the evaluation, with 54.5% of respondents agreed that they demonstrated strong subject knowledge. This positive assessment is reflected in a mean score of 3.5, the highest among all evaluated aspects and higher than the grand mean (3.3).

The assessment of pedagogical skills also yielded positive results. Most respondents (54.5%) agreed that their pedagogical skills are adequate for equipping trainees with necessary competencies. The overall mean score was 3.5, which, being higher than the grand mean (3.3), suggests a generally positive perception of pedagogical abilities. Additionally, teacher educators reported that they allow trainees to engage in self-evaluation practices during peer teaching. The mean score for this aspect was 3.3, which is equal to the grand mean. This indicates that teacher educators believe their practice of allowing trainees to evaluate their own performance during teaching practice is adequate.

The overall grand mean (3.3), calculated across all aspects, suggests a moderate level of adequacy with their teaching skills.

Furthermore, we collected data from the trainee teachers to explore the teaching skills of their trainers in college classrooms (See Table 2).

Table 2
Teacher Educators' Performance

Item	Responses (Frequency & Percentage)						
	VA	A	UD	I	VI	Sum	Mean
1	2 (4%)	7 (15%)	11 (23%)	22 (47%)	5 (11%)	47 (100%)	2.9
2	1 (2%)	2 (4%)	6 (13%)	21 (45%)	17 (36%)	47 (100%)	2.6
3	7 (15%)	22 (47%)	9 (19%)	6 (13%)	3 (6%)	47 (100%)	2.4
4	8 (17%)	12 (26%)	12 (26%)	13 (28%)	2 (4%)	47 (100%)	2.5
5	0 (0.0%)	6 (13%)	8 (17%)	16 (34%)	17 (36%)	47 (100%)	2.6
Grand mean							2.61

The first item focused on the feedback received by trainees received from their trainers during assessments and peer teachings. As a result, the average result for this item is 2.9, which is considered inadequate with standard deviation of 1.3. This indicates that the responses are widely spread. Only 4% of the respondents rated the feedback as "very adequate," while 15% rated it as "adequate", and 58% rated it inadequate.

The second item was about the experience of the trainers recording the academic progress of their trainees and determine their learning outcomes. This item's mean score is 2.6, which falls between "inadequate" and "very inadequate." Its standard deviation is 1.2, indicating that the responses are widely spread. 45% of the respondents rated this trend as "inadequate," while 36% rated it "very inadequate."

The participants were also asked to rate their trainers' subject matter competence (listening, speaking, reading and writing skills, and grammar). The mean result and standard deviation for this item are 2.4 and 1.2 respectively, indicating that the responses are widely. Nearly half of the respondents (47%) rated the subject matter competence as "adequate,' while 6% rated it "very inadequate."

The participant teachers also assessed and rated the teaching skills of their trainers. Consequently, the mean result and standard deviation for this item are 2.5 and 1.01, which lays between "I am not sure" and "adequate." The result also indicates that the responses are less spread than the previous ones.

On the other hand, 26% of the respondents rated the pedagogical skills as adequate, while 32% rated them as inadequate.

The item which is concerned with the opportunity provided to evaluate their own teaching performance during peer-teaching. The average result for this item is 2.6 and the standard deviation is 1.06, indicating that the practice of the trainers to involve the trainee in self-evaluation activities is inadequate. About a third of the respondents (36%) rated it "very inadequate."

The overall grand mean and standard deviation of these items indicates that the responses are less spread. The overall result implies that the trainers should improve their pedagogical and subject matter competencies to train primary school English language teachers in the Amhara region.

To examine the relationship between the trainers' responses and trainees' perceptions, Spearman's rank-order correlations were calculated using SPSS (version 26), as shown in Table 3.

Table 3
The Relationship Between TEs' Perceptions and Trainees' Evaluation of TEs'
Pedagogical Skills

	TEs' perceptions	Trainees' report
TEs' self-report		
Trainees' report	.637[*]	

*. Correlation is significant at the 0.05 level (2-tailed).

The Spearman's correlation analysis indicated significant correlation between the TEs' reports about their own teaching skills and the evaluations reported by their trainees, $r = .637$, $p < .05$. This result reflects a strong positive relationship between the variables, and the result suggests that there is substantial relationship. Additionally, the *p*-value ($p = .014$) indicates that the relationship between the two variables is significant, indicating that the self-evaluation report of the TEs corresponds with the trainee evaluations.

Although the TEs believe that their feedback and follow-ups are effective to help trainees, the trainees have a different perspective. The TEs rated their feedback trends (mean = 3.2), but the trainees felt the feedback they received was less helpful. This indicates that there is a significant gap in perceived effectiveness. Regarding the practice of recording trainees' progress, the mean score of the responses of the TEs is 2.9, whereas trainees felt this aspect was not handled well (mean score = 1.89), indicating potential disconnection in how progress is tracked and communicated.

On the other hand, while both TEs and trainees agree on the TEs' subject matter knowledge, there is a notable disparity regarding the

engagement of trainees in reflective practices during their peer teachings. In this regard, TEs reported that they effectively engaged trainees in evaluating their own teaching, but the trainees reported that this aspect was not handled well.

4.1.2 Results From Qualitative Data

As Table 4 indicates, the results of the observation conducted in the college classrooms indicate the teacher educators' proficiency across various skill areas, measured on a Likert scale from 1 to 5. The mean scores and standard deviations for each skill area are as follows.

Table 4

Teacher Educators' Teaching Skills

No.	Skill area	Mean score	Standard deviation
1	Pedagogical Knowledge	4.0	0.5
2	Communication Skills	3.5	0.6
3	Mentoring Capabilities	3.1	0.8

The mean score for the pedagogical knowledge of the teacher educators (4.0) suggests that they possess strong pedagogical knowledge, with a relatively low standard deviation of 0.5, indicating consistency in their expertise. Similarly, the mean score of 3.5 and a standard deviation of 0.4 regarding the communication skills of the teacher educators indicate that teacher educators excel in communication, which is crucial for effective teaching. With regard to the teacher educators' mentoring capabilities, the mean score of 3.1 reflects weak mentoring practices, although the slightly higher standard deviation of 0.8 suggests some variability in these skills among educators.

As Table 5 shows the performance of the teacher trainees was also assessed across several key areas, including confidence in teaching, classroom management skills and lesson delivery. The mean score of 3.1 regarding the teaching confidence of the teacher trainees indicates that they do not feel confident in their teaching abilities, with a moderate standard deviation of 0.7, suggesting some variation in their confidence levels. Similarly, the teacher trainees are performing at an average level in their instructional delivery, as evidenced by a mean score of 3.0. The higher standard deviation of 0.8 also indicates significant variability in their teaching skills. The mean result for classroom management skills is 2.9, reflecting a need for improvement, as this is the lowest score among the performance areas assessed. The higher standard deviation in this area also indicates considerable variability in skills.

Table 5

Teacher Trainees' Teaching Performance

No.	Performance area	Mean score	Standard deviation
1	Confidence in Teaching	3.1	0.7
2	Classroom Management Skills	2.9	0.9
3	Instructional Delivery	3.0	0.8

Overall, these results show that the teacher educators at the targeted college demonstrated moderate teaching skills, with a mean score of 3.5. Additionally, the analysis of the data on the teacher trainees' performance highlights that they exhibited average performance in terms of confidence and competence in instructional delivery, with mean scores 3.1 & 3.0 respectively. However, there is room for improvement in their classroom management skills.

Furthermore, the recorded data imply that many of the observed teachers were reading directly from their notes during presenting their language lessons to the pupils. In addition, such manuscript-based presentation of the lessons was not supported by teaching aids and intelligible explanations that would help students understand the language items clearly. They also resorted to using Amharic, likely due to their own limited English proficiency. This indicates that the teacher training program was not effective and did not prepare them adequately. The following extract illustrates this (what the observed teacher said in Amharic and have been translated into English by the researcher are indicated in ***bold italicized*** style).

Teacher: Comma *are punctuation marks* Okay. ***They are useful, right?*** Today's we see the comma. ***Comma is a punctuation mark.*** The sign is put at the feet of letters. ***It looks like apostrophe, okay! We learn apostrophe last week, right! Remembered? Comma is important in writing, ok! It is useful.*** The first use a to show lists. ***Lists are separated by comma.*** Comma to use between sentences. ***Independent sentences are joined. Ok. Comma is important here.*** Join two sentence together. If two sentence to join, we use comma. ***Instead of full stop, we use comma and connectors between the independent sentences. Do not join sentences without punctuation marks. Choose*** proper ***punctuation mark.*** This is help to understand by the reader. Listener also understand this well wrote text. Example 'What are on your desk?'

Student: book, exercise book.
Teacher: *book* comma *exercise book* comma *pen.* It is comma here, ok!? ***We use comma after what we list. Don't write the word*** 'comma'***. Put the sign.*** Understand?

Students: Yes**.**
Teacher: *Very good. Now Yako will write list of items.* Stand up Yakob. Go blackboard and write lists. *Write what comes to your mind.*
[the student (Yakob) wrote on the board]
Teacher: Is correct, students? Any problem? *What problems do you see?*
Lily (Student): *He missed comma after 'chalk.'*
Teacher*: Great Lily.* He miss comma. *There should be comma. Right?*

The teachers struggle to use the language properly and elaborate concepts using understandable and simple language. They also failed to motivate students to practice using the language. Besides, they did not use classroom English much in class, and when they did, they often commit grammar and pronunciation mistakes. This further exposed the pupils to wrong language models which hinders their language learning. Given their low English proficiency, the teachers were unable to effectively use English in the classroom. This raises questions about the quality of the teacher training they received.

Furthermore, the data obtained through the classroom observations show that most teachers used incorrect sentences, such as "There are one cup in the picture (Trainee-6)," "There is three flowers on the tables (Trainee-6)," "write three sentence about the animal (Trainee-2)." Some of the observed teachers were also using sentences like "Yesterday we learn about number and words (Trainee-7)," "we learning about animals (Trainee-2)," "He miss comma" (Trainee-3).

To explore the relationship between the TEs' teaching skills and the trainees' teaching performance, we analyzed the mean scores of both groups across relevant skills and performance areas. The analysis considered the alignment of each teaching skill of TEs with the corresponding performance areas of the trainees.

The results show that teacher educators with strong pedagogical knowledge (Mean = 4.0) likely enhance trainees' instructional delivery; however, the trainees' instructional delivery is moderate (Mean = 3.0). These scores yielded a reverse correlation. Furthermore, the moderate communication skills among teacher educators (Mean = 3.5) contribute to the trainees' confidence in teaching at nearly moderate level (Mean = 3.1). This is because effective communication fosters a supportive learning environment, boosting trainees' self-assurance. Regarding mentorship, the mentoring capabilities of teacher educators (Mean = 3.1) affect the classroom management skills of the trainees (Mean = 2.9). Despite a lower performance score for trainees in this area, the results suggest that effective mentoring can help improve their management strategies over time.

Finally, the analysis of the data obtained through the interviews is presented below. From the semi-structured interviews conducted with the participants, key themes emerged: the impact of the pedagogical knowledge of the teacher educators, the value of feedback and mentorship relationships. The trainees indicated that TEs with strong pedagogical knowledge help them understand complex concepts better. This indicates that the pedagogical skills of TEs significantly influence the teaching performance of trainees. Trainee-1 stated that this influence can be observed in various ways, such as instructional quality, student engagement and the ability to adapt teaching methods to meet diverse learner needs. Trainee-3 added that the pedagogical knowledge of teachers influences student engagement and learning outcomes.

Regarding the use of diversified instructional methods (e.g., collaborative learning, technology integration, and differentiated instruction), the trainees reported limitations among TEs in this regard. Trainee-3 and Trainee-4 stated that most of the TEs rely on lecture method; however, the use of differentiate instruction would significantly transform their teaching performance. The responses of the trainees indicate that the TEs often rely on traditional methods of teaching, such as lectures and discussions, without adequately modelling effective teaching practices. Trainee-5 added that since TEs do not model effective pedagogical skills during training, he did not develop the necessary competencies required for a successful teaching career. This, in turn, limits the trainees' engagement in active learning and critical reflection, which are key components for developing teaching skills.

Additionally, some trainees indicated that certain TEs incorporate elements of active learning, though their practices are not systematically integrated into their teaching methodologies. According to Trainee-3 and Trainee-7, there is a tendency to focus on content delivery rather than fostering a conducive environment for learning how to teach effectively. Trainee-7 further claims that the limitations in pedagogical skills among TEs led him to struggle to implement effective teaching practices in his own classrooms.

The responses of the interviewed trainees imply that there is a significant positive correlation between the teaching skills of TEs and their teaching performance (Trainee-2 and Trainee-7). This manifests that the trainee teachers perform well in classrooms if their trainers employ effective teaching strategies in college.

In addition to the pedagogical knowledge, Trainee-5 and Trainee-6 highlighted how constructive feedback from their trainers boosted their confidence and improved their teaching practices. Trainee-1 and Trainee-5 also noted that immediate and constructive feedback helps them make quick adjustments to their instructional strategies. This has been termed as suggestions in real-time by Safura and Helmanda (2022). The responses of these interviewees indicate that such feedback helps identify both strengths and

areas of improvement. Regular and positive feedback is also seen as a mean to enhance self-efficacy by Trainee-3 and Traiee-6. Increased self-efficacy leads trainees to better classroom management and instructional strategies, ultimately enhancing their teaching performance. Similar findings were also reported by Safura and Helmanda (2024). The responses of these interviewees imply that regular and constructive feedback enhances not only teaching performance but also has a direct effect on student learning outcomes in primary schools.

The third theme is related to mentorship practice of TEs. Trainees need mentorship relationship to facilitate their professional growth as it will have a profound impact on their teaching performance. Trainee-4 and Trainee-6 stated that their TEs' practice of mentoring them is limited. As a result, they failed to provide consistent and corrective mentorship to their students. Because of the absence of such mentorship relationship, Trainee-4 claimed that he was unable to display higher level of confidence and demonstrate effective teaching skills.

4.2. Discussion

Regarding the first research objective, most of the interviewed teachers stated that the training lacks practical application. Their responses imply that they spent most of their college time studying the theoretical aspects of their courses. A study conducted by Dawit (2023) also reveals that teacher trainees usually study theoretical aspect of the courses through lectures, which highlights the ingrained assumptions of the education system in the country.

The findings indicate that the teachers believe the pedagogical and subject matter competence of the teacher educators contributes to increasing their self-efficacy. Such results were also reported by Salami (2024). This finding underscores the significance of emphasizing on pedagogical knowledge, and role transition from provider to facilitator. It aligns with broader educational goals, such as those outlined by the United Nations Sustainable Development Goals. Our findings resonate with critiques in English Language Teaching (ELT) that advocates for a communicative approach, emphasizing interaction and real-world communication over rote memorization of theoretical concepts. Effective ELT practices involve teaching methodologies that prioritize active learning and student engagement, enabling trainees to apply theoretical knowledge in practical context. The influence of trainers' pedagogical competence on trainees' self-efficacy underscores the importance of pedagogical content knowledge (PCK) in ELT, which integrates subject matter expertise with teaching strategies tailored for lessons.

The lack of practical application noted by interviewees also resonates with the principles of task-based language teaching, which involves using meaningful tasks as central components of language instruction. Similarly,

most of them believe they use more active learning methods and apply the principles of a constructivist approach during training. However, observational data revealed that most teacher educators' classrooms are dominated by the lecture method. This may imply that teacher educators have an inaccurate perception of their teaching skills. This finding indicates a failure to implement active learning strategies effectively. Such a gap can hinder the development of critical thinking and problem-solving skills among the trainees, which are essential components of effective ELT practices.

In relation to this, Assefa et al. (2021) discovered that the behaviorist approach was the dominant characteristics of teacher educators' teaching approach. Lack of gaining constructive feedback was another issue which was echoed by the interviewees. The observation data in the college classroom also revealed the lack of such feedback. However, we assume that our presence in the classroom as observers might have influenced the classroom dynamics. The findings of Rezaee et al. (2024) also indicate that corrective and timely feedback plays important roles to manage a classroom wherein learners gain conducive learning environment.

In relation to the second objective, the practical teaching skills of the teacher trainees indicate the inadequacy of the training program in this regard. As the observation data indicates, the teachers demonstrated unintelligible communication of contents to their students and dominance of Amharic as a medium of instruction in English language classroom. According to the interview data, the teachers are adamant that they are capable of using the required pedagogical skills to teach the subject. However, they failed to do so in the actual primary school classrooms. This discrepancy indicates that the teacher trainees have wrong understanding about their efficacy. This reveals significant insights into the challenges faced in implementing effective teaching practices. Additionally, this misalignment suggest that teacher trainees might not have fully grasped what effective teaching entails within an ELT context.

The findings of Tabatabaei et al. (2022) also revealed that such self-image has the potential to regulate the behavior of student teachers to improve their future teaching. Our findings indicate that teachers who are not well-prepared to teach the language demonstrate lower proficiency to communicate the lessons to their pupils. On the other hand, competence in subject matter equips the teachers with the ability to know the materials that they teach and deliver to the students effectively. More recently, Endrias and Abebe (2024) found out that teachers experienced low level of proficiency in using English. Their finding implies to question the training that the teachers passed through. Our findings also imply that while teachers recognize the importance of active learning, they struggle to translate this understanding into practice.

Finally, it is explored that the teaching skills of the teacher educators has a significant correlation with the teaching performance of the trainees. Darling-Hammond (2006) also discovered that there is significant correlation between the perceptions of the trainers regarding their teaching skills and the performance of the trainees. This implies that the effectiveness of the teacher educators affects the teacher trainees positively. Hence, the finding of our research shows that the ineffective teaching skills of the teacher educators has contributed to the poor teaching performance of the teacher trainees.

5. Conclusion and Implications

The findings indicate that teacher educators who perceive themselves as effective in their teaching practices receive favorable evaluations from their trainees in areas of subject matter competence and pedagogical skills. However, there is a significant discrepancy between the self-assessments of teacher educators and the evaluations provided by their trainees concerning feedback mechanisms, progress recording and engaging trainees in reflective practices This discrepancy suggests that trainers should understand that self-assessment may not fully align with the experiences and expectations of trainees.

The research revealed that strong performance during teacher training is associated with long-term success in the teaching profession, including higher student achievement and trainee retention rates. Strengthening the relationship between teacher educators' skills and trainees' performance is essential for fostering quality education that benefits both teachers and students. This is for the fact that the training did not focus on helping the trainees practice strategies that enhance critical thinking and active participation during the training.

These concluding remarks suggest the need for enhanced feedback mechanisms, importance of reflective practices, and alignment of expectations. As a result, the findings indicate a significant lack of practical training, with teacher educators primarily relying on lecture methods rather than active learning strategies. This requires the teacher education programs to incorporate more hands-on teaching experiences, such as teaching practicums and microteaching sessions. This aligns with the need for trainees to apply theoretical knowledge in practical contexts, as highlighted in the discussion. Implementing workshops which specifically focuses on active learning methodologies is another recommendation. This should ensure that teacher educators can model these practices effectively.

It is also found out that the effectiveness of teacher educators' pedagogical skills significantly impacts trainees' self-efficacy and teaching performance. Hence, continuous professional development programs should

be designed for TEs in order to ensure that their Pedagogical Content Knowledge (PCK) and keep them updated with current active teaching strategies, including CLT and TBLT, thereby positively impacts their trainees. There should also be encouragement of establishing mentorship programs where experienced trainers can guide less experienced trainers, facilitating knowledge transfer and skills enhancement.

The lack of constructive feedback was also noted as a significant issue affecting both teaching practices and trainee development. Hence, there should be structured feedback mechanisms within teacher training programs. This may include peer observations followed by feedback sessions that allow for reflection. In addition, there should be a training for teacher educators on how to deliver effective feedback that fosters growth and development among trainees. Such workshops or short-term training sessions can emphasize these areas to equip trainers with the tools needed to create a more supportive learning environment for their trainees. There is a discrepancy between self-assessment of trainers and evaluations from their trainees regarding teaching effectiveness. Hence, there should be the implementation of reflective practice frameworks that require trainers to regularly assess their teaching methods against student outcome. The trainers should be aware of themselves.

The findings also suggest that while there is an acknowledgement of active learnings' importance, its implementation is lacking. Therefore, there should curriculum revision that emphasizes fostering critical thinking, collaboration, and active engagement among trainees. This ensures that the training aligns with modern ELT methodologies, including CLT and TBLT. This ensures they are well-prepared to model effective practices for their trainees. This can be facilitated by education program designers and policy makers. There should also be comprehensive assessment mechanisms that evaluate both teacher educators' effectiveness and trainees' performance in applying active learning strategies. This will provide insights into areas needing improvement.

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