

Teacher Effectiveness of Teacher Educators in the Light of NEP, 2020

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Abstract

The research is in the form of a descriptive survey. The purpose of this study is to determine the effectiveness of teacher educators in the light of NEP 2020 (Ministry of Education, 2020). It also contrasts Teacher Effectiveness of background variables, such as gender and college type. The Teacher Effectiveness Scale developed by Dr. Shallu Puri and Prof. S.C. Gakhar was adopted for the present study. A sample of teacher educators was selected from Nagaon District using purposive sampling technique. The collected data was analysed using descriptive statistical measures and a t-test. The study revealed that the level of Teacher Educators has a low level of teacher effectiveness. And Male and Female teacher educators, as well as government and private teacher educators, have similar mean scores of teacher effectiveness.

Key words:

*Teacher Effectiveness,
Teacher Educators*

Article History:

Received on 26 June, 2025
Accepted on 22 August,
2025

Introduction

The quality of a nation depends upon the quality of the education programme, and a good education programme to a large extent is dependent upon the quality of teachers who implement that programme. The National Education Policy (NEP, 2020) in India emphasizes teacher effectiveness as a crucial factor in achieving its vision of equitable, inclusive, and high-quality education (Ministry of Education, 2020). Teacher effectiveness is a research topic concerned with the links between teacher traits, teaching activities, and their influence on classroom teaching and educational results. The effectiveness of a teacher is determined by the degree to which the objectives are met and the extent to which they are able to teach in the most effective manner possible by utilizing their intellectual readiness, perseverance, creativity, and ability to apply

knowledge and collaborate effectively with others. Communication, expressive skills, personality, and ability are all factors that impact the trait of an effective teacher. Teacher effectiveness refers to a person's ability to enable good change in other people's lives in addition to being proficient with teaching methods that lead to student achievement.

Review of Related Literature

A study by (Amandeep & Gurpeet, 2005) examined teacher effectiveness in relation to teaching competency. The results revealed that female teachers are more effective in their teaching than male teachers; male and female teachers do not differ significantly in teaching competency, and teaching competency plays a significant role in teacher effectiveness.

(Agarwal, 2012) conducted a correlation study of teacher effectiveness and job satisfaction of Higher Secondary School teachers. The study concluded that all types of government school teachers are endowed with more teacher effectiveness than aided and non-aided school teachers, with better professional and academic knowledge and better relationships with pupils, principals, and parents.

(Dagra & Singh, 2015) explored "A Comparative Study on Teaching Effectiveness of Regular and Contractual Tertiary Teachers." The nature of appointment did not influence the teaching effectiveness of regular and contractual tertiary teachers. Regular teachers at undergraduate levels were found to be more effective than contractual teachers. Contractual teachers of non-professional courses were less effective in comparison to regular teachers.

(Amadi & Allagoa, 2017) showed that age, educational qualification, and years of teaching experience significantly influenced teachers' classroom management effectiveness, while gender and educational discipline did not.

(Vidyalakshmi, 2022) conducted a study on the effectiveness of teacher educators in colleges of education. It also contrasted teacher effectiveness with background variables such as gender and college type. The study revealed that the level of teacher effectiveness was very low among teacher educators.

In conclusion, the reviewed studies collectively highlight that teacher effectiveness is influenced by a range of factors including gender, teaching competency, job satisfaction, nature of appointment, and demographic variables such as age,

experience, and educational qualifications. While some studies found female teachers and government school educators to be more effective, others emphasized that contractual appointments and lack of qualifications could negatively impact teaching quality. The consistently low levels of teacher effectiveness among teacher educators, as observed by Vidyalakshmi (2022), underscore the urgent need for systemic reforms in teacher education. These findings point to the importance of continuous professional development, equitable recruitment practices, and supportive institutional environments to enhance teacher effectiveness and, consequently, the quality of education.

Objectives of the Study

1. To assess the level of Teacher Effectiveness of Teacher Educators.
2. To compare gender-wise Teacher Effectiveness of Teacher Educators.
3. To compare the Teacher Effectiveness of Teacher Educators of Government and Private B.Ed. Colleges.

Hypotheses

1. There is no significant difference between Teacher Effectiveness of Male and Female Teacher Educators in B.Ed. Colleges.
2. There is no significant difference between Teacher Effectiveness of Private and Government Teacher Educators in B.Ed. Colleges.

Design of the Study

The Teacher Effectiveness of Teacher Educators was investigated using a descriptive survey method.

Variables of the Study

Independent Variable: Teacher Effectiveness

Dependent Variables: Gender, Type of Colleges

Sample of the Study

In the present study, the purposive sampling technique was used to select 6 B.Ed. Colleges in Nagaon district affiliated with Gauhati University. A sample of 39 teacher educators was chosen using simple random sampling technique.

Tools Used for the Study

The data was collected using the Teachers Effectiveness Scale (TES) developed by Dr. Shallu Puri and Prof. S.C. Gakhar, 2010.

Statistical Techniques Used

Descriptive statistical measures and the t-test were used to analyse the acquired data.

Analysis and Interpretation of Data:

Objective wise analysis is as follows:

Table 1.1 Area-wise Distribution of Items in Tool

Sl. No.	Areas related to Teacher Effectiveness	Items related to each area	Total Questions
1	Attitude towards students and parents	1, 2, 3, 4, 5, 6, 7, 8, 8	8
2	Attitude towards colleague and institution	9, 10, 11, 12, 13, 14, 15	7
3	Personal qualities	16-30	15

Source: Field Study: 2025

Table 1.2 Level of Teacher Effectiveness of Teacher Educators of B.Ed. Colleges

Sl. No.	Level	Percentage	Teacher Educators
1	Very High Effectiveness	12.8%	5
2	High Effectiveness	7.6%	3
3	Average Effectiveness	10.2%	4
4	Low Effectiveness	25.6%	10
5	Very Low Effectiveness	43.5%	17

Source: Field Study: 2025

The above tables reveal that, out of 39 Teacher Educators 12.8% of Teacher Educators are Very High Effectiveness, 7.6% of Teacher Educators are High Effectiveness; 10.2% of Teacher Educators are Average Effectiveness; 25.6% of Teacher Educators are Low Effectiveness and 43.5% of Teacher Educators are Very Low Effectiveness.

Table 2: Mean, SD, and t-value of Teacher Effectiveness between Male and Female Teacher Educators

Gender	N	Mean	SD	dF	t-value	Remarks
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Gender	N	Mean	SD	dF	t-value	Remarks
Male	17	96.16	16.32	85	1.96	Null hypothesis accepted
Female	22	65.34	15.81			

Source: Field Study: 2025

Table 2 shows that the obtained 't' value 1.96 lesser than the 't' value 2.00 at 0.05 level. Hence, the null hypothesis₁ is accepted. The hypothesis stating there is no significant difference in the Teacher Effectiveness of Male and Female Teacher Educators.

Table 3: Mean, SD, and t-value of Teacher Effectiveness between Government and Private Teacher Educators

Type of College	N	Mean	SD	dF	t-value	Remarks
Government	5	66.16	15.82	85	1.93	Null hypothesis accepted
Private	34	85.24	16.91			

Source: Field Study: 2025

Table 3 shows that 't' value 1.93 lesser than the tabled 't' value 2.00 at 0.5 level. Hence, the null hypothesis H_{02} is accepted. The hypothesis stating there is no significant difference in the Teacher Effectiveness of Government and Private Teacher Educators of B.Ed. Colleges.

Results of the Study

- 12.8% of Teacher Educators are Very High Effectiveness, 7.6% of Teacher Educators are High Effectiveness; 10.2% of Teacher Educators are Average Effectiveness; 25.6% of Teacher Educators are Low Effectiveness and 43.5% of Teacher Educators are Very Low Effectiveness.
- The mean scores of Teacher Effectiveness of Male and Female Teacher Educators are similar.
- The mean scores of Teacher Effectiveness of Government and Private Teacher Educators are similar.

Educational Implications

- It is evident from the above points that only 7.6% of Teacher Educators are high effectiveness. Since the qualitative education depends on the effectiveness of teaching, it is essential to enhance the qualitative teachers. In this regards the government, private and other institutions have a duty to provide quality education and should take necessary actions to develop the quality teaching, occupational security, good salary and good environment it gives, a positive and effective educational system.
- It is also reveals that 10.2% of Teacher Educators are Average Effectiveness, 25.6% of Teacher are low effectiveness and 43.5% of Teacher Educators are very low effectiveness. Therefore as the system education NEP 2020 demands quality of teachers for quality education it is necessary to enhance the effectiveness of teaching to the upgrade level. Certain programmes such as seminars, workshops and refresher courses must be arranged for in-service teachers to improve their Teacher Effectiveness.

Conclusion

The quality and standard of education depends on the quality and standard of teachers. Mahatma Gandhi rightly pointed out that, “no country can make any progress without good teachers” Effective education can be achieved through the efforts of well qualified, competent and effective teachers. Every country develops its system of education to meet the challenges of changing times. India being a developing country, the teachers have the great responsibility of making the students competent enough to stand with their counterparts in the developed countries and to make the country economically independent.

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