



Teaching competency, professional commitment, and job satisfaction of teacher educators in the context of NEP-2020

Kailash Chandra Verma

Assistant Professor, Department of Teacher Education, Sri Mahaveer Prasad Mahila Mahavidyalaya, Lucknow, Uttar Pradesh, India

Abstract

The National Education Policy-2020 (NEP-2020) emphasizes quality teacher education, professional competence, and teacher wellbeing as the foundation of educational reform. Teacher educators play a pivotal role in translating policy vision into classroom practice. The present study examined the levels of teaching competency, professional commitment, and job satisfaction of teacher educators working in teacher education colleges of District Lucknow (Uttar Pradesh) and explored the interrelationship among these variables in the context of NEP-2020. A descriptive survey method was adopted, and data were collected from 150 teacher educators selected through stratified random sampling. Standardized tools were used for data collection. The findings revealed that most teacher educators possessed a moderate level of teaching competency, professional commitment, and job satisfaction. Significant positive relationships were found among all three variables. The study underscores the need for continuous professional development, supportive institutional climate, and NEP-2020-oriented reforms to enhance the effectiveness and satisfaction of teacher educators.

Keywords: Teaching competency, professional commitment, job satisfaction, teacher educators, NEP-2020, Lucknow District

Introduction

Teachers are the cornerstone of any educational system, and teacher educators are the architects who shape future teachers. Recognizing this, the National Education Policy-2020 places strong emphasis on strengthening teacher education through competency-based training, continuous professional development, and improved working conditions.

Teaching competency refers to the knowledge, skills, attitudes, and professional abilities required to plan, implement, and evaluate teaching effectively. In teacher education institutions, competency goes beyond classroom instruction and includes mentoring, research orientation, and professional leadership.

Professional commitment reflects the degree of dedication, loyalty, and psychological attachment of teacher educators towards their profession. Committed teacher educators are more likely to adopt innovative practices and align themselves with educational reforms such as NEP-2020.

Job satisfaction is a vital psychological factor influencing teachers' motivation, performance, and retention. NEP-2020 highlights teacher wellbeing, autonomy, and respect as essential components of a successful education system.

In District Lucknow, teacher education colleges have expanded significantly in recent decades. However, variations in institutional support, workload, professional growth opportunities, and policy implementation raise concerns about teacher educators' competency, commitment, and satisfaction. Hence, the present study investigates these three crucial variables in the context of NEP-2020.

Review of Related Literature

Research studies consistently emphasize the importance of teacher competency, commitment, and satisfaction.

Darling-Hammond (2006) ^[1] emphasized that teacher quality is closely linked with professional competence and

continuous learning. Ingersoll (2001) ^[2] reported that professional commitment significantly affects job satisfaction and retention in teaching professions.

Skaalvik and Skaalvik (2011) ^[4] found that job satisfaction among teachers is influenced by autonomy, recognition, and professional support. Kumar and Singh (2018) ^[3] reported a positive relationship between teaching competency and job satisfaction among teacher educators.

Studies conducted in the Indian context suggest that institutional environment and professional development opportunities significantly influence teacher educators' commitment and satisfaction. However, limited empirical research has been conducted focusing specifically on teacher educators in Lucknow district, particularly in relation to NEP-2020. This study attempts to bridge this gap.

Objectives of the Study

The objectives of the present study were:

- To study the level of teaching competency of teacher educators in District Lucknow.
- To examine the level of professional commitment of teacher educators.
- To assess the level of job satisfaction of teacher educators.
- To find out the relationship between teaching competency and professional commitment.
- To study the relationship between teaching competency and job satisfaction.
- To examine the relationship between professional commitment and job satisfaction in the context of NEP-2020.

Hypotheses of the Study

The following null hypotheses were formulated:

- There is no significant relationship between teaching competency and professional commitment of teacher educators.

- There is no significant relationship between teaching competency and job satisfaction of teacher educators.
- There is no significant relationship between professional commitment and job satisfaction of teacher educators.

Research Methodology

1. Research Design

- The study adopted a descriptive survey method.

2. Population

- The population comprised all teacher educators working in recognized teacher education colleges of District Lucknow, Uttar Pradesh.

3. Sample

- A sample of 150 teacher educators was selected using stratified random sampling, ensuring representation from government-aided and private teacher education colleges.

4. Tools Used

- Teaching Competency Scale
- Professional Commitment Scale
- Job Satisfaction Scale

All tools were standardized and based on a five-point Likert scale. The reliability coefficients of the tools were found to be satisfactory (Cronbach’s alpha above 0.80).

5. Procedure of Data Collection

- Permission was obtained from college authorities. The investigator personally administered the questionnaires to the respondents, ensuring confidentiality and voluntary participation.

6. Statistical Techniques Used

- Mean and Standard Deviation
- Pearson’s Product Moment Correlation (r)

Analysis and Interpretation of Data

1. Teaching Competency

The majority of teacher educators were found to possess a moderate level of teaching competency, indicating adequate but improvable professional skills in line with NEP-2020 expectations.

2. Professional Commitment

Most teacher educators demonstrated a moderate level of professional commitment, suggesting positive orientation towards the profession but highlighting the need for greater institutional motivation.

3. Job Satisfaction

The findings revealed that teacher educators experienced a moderate level of job satisfaction, influenced by workload, promotion opportunities, and institutional support.

4. Relationship among Variables

Variables Compared	r-value	Result
Teaching Competency & Professional Commitment	0.64	Significant
Teaching Competency & Job Satisfaction	0.58	Significant
Professional Commitment & Job Satisfaction	0.71	Significant

All correlation values were significant at the 0.05 level, leading to the rejection of all null hypotheses.

Discussion of Results

The results indicate a significant positive relationship among teaching competency, professional commitment, and job satisfaction of teacher educators. Teacher educators with higher teaching competency tend to exhibit stronger professional commitment and greater job satisfaction.

The strong relationship between professional commitment and job satisfaction suggests that emotionally and professionally committed teacher educators are more satisfied with their work. These findings support the vision of NEP-2020, which emphasizes professional empowerment and continuous development of teachers.

Educational Implications in the Context of NEP-2020

- Continuous professional development programs should be organized to enhance teaching competency.
- Institutions should foster a supportive and participative work culture to strengthen professional commitment.
- Policy makers must focus on teacher wellbeing and job satisfaction, as emphasized in NEP-2020
- Teacher educators should be encouraged to engage in research, innovation, and reflective practices.

Recommendations

- Regular training aligned with NEP-2020 teacher education reforms should be conducted.
- Transparent promotion and appraisal systems should be implemented.
- Institutional leadership should promote autonomy and academic freedom.
- Mentoring and collaborative professional learning communities should be strengthened.

Conclusion

The study concludes that teaching competency, professional commitment, and job satisfaction are significantly interrelated and play a crucial role in the effectiveness of teacher educators. In the context of NEP-2020, strengthening these dimensions is essential for improving the quality of teacher education. Since teacher educators in District Lucknow exhibit mostly moderate levels of these variables, focused interventions and supportive policies are required to realize the transformative vision of NEP-2020.

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