



A Study on Teacher Efficacy of B.Ed. Teacher Educators in Nagaland

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Abstract

This study attempts to investigate teacher efficacy among teacher-educators in B.Ed. colleges of Nagaland, focusing on their perceived capabilities in instructional strategies, classroom management, and student engagement using a validated Teacher Efficacy Scale (TES) administered online. Grounded in Bandura's social cognitive theory (1977), teachers' sense of efficacy refers to their determination and belief in their ability to accomplish important teaching tasks. It plays an important role in improving teachers' teaching and ultimately students' learning outcomes. The study employed a descriptive survey design through quantitative self-report measures. This non-experimental approach prioritizes prevalence and distribution of efficacy beliefs rather than causal relationships. The research targeted a context-specific examination in Nagaland, where unique socio-cultural and educational challenges may shape efficacy levels.

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Keywords: Teacher Efficacy, Teacher Educators, Gender, Management, Marital Status, Stream, Teaching

Introduction

Teacher efficacy, defined as a teacher's belief in their ability to effectively facilitate student learning and engagement, is a critical variable influencing educational outcomes. A teacher's efficacy belief is an assessment of his or her potentials to cause desired outcomes of student engagement and learning, even among difficult or uninterested students (Bandura, 1977) [3]. This belief has powerful effects in the effort teachers invest in teaching, their goals and level of aspiration. It influences their persistence and resilience when things do not go smoothly. Studies consistently show that teachers with higher efficacy tend to show greater levels of planning and organization, are more open to new ideas and more enthusiastic to try-out new methods to better meet the needs of their students. To sustain with modernization and technology-based education system, teachers need to become more efficient. Recent studies highlight that teachers with higher self-efficacy tend to create more dynamic, engaging classrooms and foster better student participation and achievement (Tschannen-Moran & Hoy, 2001; Almajuni & Alwerthan, 2024) [1]. Teacher efficacy also plays a vital role in classroom management, instructional strategies, and student motivation, all of which directly impact the quality of education delivered (Sivri & Balci, 2015). In the context of teacher education, the efficacy of B.Ed. teacher-educators is particularly important as they mould future teachers who will ultimately influence student learning across the education system. Measuring and understanding the efficacy of these teacher-educators can help identify strengths and gaps, leading to better targeted professional development initiatives (Almajuni & Alwerthan, 2024) [1]. This study aimed to assess the teacher efficacy of B.Ed teacher-educators in Nagaland, a region where localized educational research is still evolving, thereby contributing empirical data to inform policy and practice. The focus on teacher-educators is expected to provide insights that are crucial for improving teacher education quality and, by extension, student outcomes in the region, aligning with the global emphasis on enhancing teacher effectiveness as a driver of educational success.

Review of Literature

Antonio & Quirap (2025)^[2] made a descriptive-correlational study to study the influence of professional development such as in-service training, school action cells and action research, on the efficacy of teachers. They examined the teachers' profiles, involvement in professional development activities, efficacy levels, etc. The findings indicated that professional development activities such as action research and school learning cells had weak positive correlation with efficacy while in-service training showed weak negative correlation. Roy (2025)^[11] in his study surveyed 400 college teachers in West Tripura to assess teaching efficacy levels among government and private teachers by utilizing a validated Teaching Efficacy Scale. The results found no significant difference with both groups showing comparable efficacy despite contextual differences.

Almajnuni & Alwerthan (2024)^[1] conducted a study to examine the influence of professional development programs on English teacher's self-efficacy in areas like classroom management, student engagement and instructional strategies. Two standardised tools were used to collect data from 144 English language teachers and findings indicated a significant positive relationship between effective professional programs and teacher's self-efficacy. The study found that teachers reported high self-efficacy in student engagement and that training enhanced performance, skills as well as job satisfaction for teachers.

In a descriptive study conducted by Malay Halder et. al. (2023), the authors investigated the sense of efficacy among teacher-educators in self-financed B.Ed. colleges in West Bengal. Using the Teachers' Sense of Efficacy Scale (TSES), they focussed on the confidence of teacher-educators in instructional strategies, classroom management and student engagement. The study found moderate to high sense of efficacy among teacher-educators, particularly in student engagement and instructional practice. It also noted the limited studies of contextual aspects like institutional funding on efficacy and called for interventions in self-financed college settings. Their findings support the significance of investigating teacher efficacy among educator groups who work in varied administrative settings, underscoring that teacher efficacy influences teaching effectiveness, motivation, and professional identity. This complements the present study's focus on teacher educators in Nagaland, where diverse contextual factors shape efficacy perceptions and teaching practices.

Taschner *et al.* (2023)^[12] conducted a meta-analysis of multiple intervention programs designed to enhance teacher self-efficacy across various career levels of pre-service and in-service teachers. The authors examined validated scales such as the Teachers' Sense of Efficacy Scale (TSES) to study whether interventions aiming at specific sources of self-efficacy had differential impact depending on the career stages of teachers. Studies included intervention duration, reflective practices, controls for design quality which provided strong evidence for intervention efficacy across samples. The review indicated a significant positive effect of interventions on overall teacher self-efficacy. It also showed that interventions such as direct teaching practice and lesson planning, etc. were most effective for pre-service teachers implying that practical opportunities are vital to enhancing self-efficacy.

Hussain & Khan (2022)^[6] made an attempt to explore the definition, sources and influence on teaching practices by synthesizing existing literature on teacher self-efficacy. It analysed Bandura's theory on self-efficacy, including empirical studies on its impact in classroom management and student outcomes. The main findings of the review confirm that high teacher self-efficacy boosts instructional quality, classroom management and job satisfaction. It also affirmed that proactive teachers endure through challenges.

Reddy & Reddy (2017)^[10] examined the level of teacher effectiveness among teachers working in B.Ed. colleges in the Rayalaseema area of Andhra Pradesh. A standardised Teacher Effectiveness Scale was used to collect data. The study found moderate to high levels of teacher effectiveness among B.Ed. college teachers, notably in professional commitment and instructional competence.

Studies Related to Nagaland

Yeptho & Yadav's (2025)^[13] research on the relationship between self-efficacy and job satisfaction among secondary teachers in Nagaland indicated that efficacy beliefs are critical for teacher well-being and performance in the local context. Understanding efficacy at the teacher-educator level is thus foundational for cascading positive effects to student teachers and school classrooms.

Further, a study on challenges faced by teacher educators in Nagaland during the COVID-19 pandemic (Khate, 2023)^[7] revealed issues linked to ICT usage, class interaction, and evaluation practices, emphasizing gaps in skills and readiness that affect educator efficacy under evolving instructional contexts. This situational analysis underscores the necessity of assessing teacher-educators' efficacy to inform targeted interventions, which the present study aims to do comprehensively using a validated scale.

The studies above, highlight contextual factors in Nagaland affecting teaching competency, confidence, and challenges faced by educators, which validate the current study's rationale. By employing a validated Teacher Efficacy Scale and focusing specifically on teacher-educators of B.Ed. colleges, the present study fills a research gap by providing localized, empirical insights critical for improving teacher education quality and, ultimately, student learning outcomes in Nagaland.

Significance of the Study

The effectiveness of teacher educators is responsible for the quality of teachers, hence, the capabilities of teacher educators, their classroom management and instructional strategies demand crucial importance. The outcomes on educational institutions and teacher education programs will weaken if teacher educators are ineffective. Therefore, a study is needed to provide valuable insights into the current status of teacher efficacy among B.Ed. teacher-educators in Nagaland to highlight the variables influencing teacher educator's perceptions of their own efficacy. The study can assist in identifying particular difficulties experienced by teacher educators in self-financed B.Ed. colleges or develop a strong sense of efficacy which is essential for their performance and effectiveness in teaching. Besides, understanding teacher efficacy can guide policymakers and educational administrators to design targeted professional development programs. Further, the present research aligns

with educational reforms emphasizing the professional growth and effectiveness of teacher-educators, which is crucial for the success of teacher education programs.

Objectives

The following objectives have been framed for the study:

1. To assess the level of teacher efficacy of B.Ed. Teacher-Educators in Nagaland.
2. To study the difference in Teacher Efficacy between B.Ed. Teacher Educators on the basis of gender, type of management, marital status, stream of study and teaching experience.

Null Hypotheses

There is no significant difference in the Teacher Efficacy of B.Ed. Teacher Educators in Nagaland based on gender, type of management, marital status, stream of study and teaching experience.

Results and Interpretations

Objective 1: To study the level of Teacher Efficacy of B.Ed. teacher educators in Nagaland.

Table 1: Teacher Efficacy of B.Ed. Teacher Educators

Sl no	Frequency	%	Range of raw score	Z-Score Range	Categories
1	3	5%	112 and above	+2.01 and above	Very high teacher efficacy
2	2	3.33%	103-111	+1.26 to + 2.00	High teacher efficacy
3	19	31.67%	94-102	+0.51 to +1.25	Above Average teacher efficacy
4	22	36.67%	81-93	-0.50 to +0.50	Average teacher efficacy
5	13	21.67%	72-80	-1.25 to -0.51	Below Average teacher efficacy
6	1	1.66%	63-71	-2.00 to -1.26	Low teacher efficacy
7	0	0	62 and below	-2.01 and below	Very low teacher efficacy
Total	60	60%			

Table 1 shows the Teacher Efficacy of B.Ed. Teacher educators of Nagaland. It can be observed that out of 60 respondents, 3 respondents have very high teacher efficacy, 2 respondents have high teacher efficacy, 19 have above average teacher efficacy, 22 have Average teacher efficacy, 13 have below average teacher efficacy and 1 have low teacher efficacy. Therefore, it can be concluded that the majority of the B.Ed. teacher educators have Average teacher efficacy.

Objective 2: To study the difference in Teacher Efficacy between B.Ed. Teacher educators on the basis of gender, type

Methodology

1. **Research Design:** Descriptive survey method has been adopted to collect quantitative data on teacher efficacy.
2. **Population and Sample:** The population of the present study comprised of all the male and female teacher-educators of the 8 (eight) B.Ed colleges in Nagaland. The investigator employed purposive random sampling for the study. The approximate number of teacher educators is roughly about 80 to 90. The investigator collected data from 60 teacher-educators ensuring representative sample
3. **Data Collection Tool:** The standardized Teacher Efficacy Scale developed by Ansarul and Shaheen was utilized to measure teacher efficacy levels. The scale has 24 items pertaining to 3 dimensions with responses on a 5-point Likert scale.
4. **Data Analysis:** Data collected was analysed using Mean, S.D., t-test and one-way ANOVA.

of management, marital status, stream of study and teaching experience.

The overall distribution of the sample consisted of 60 B.Ed. teacher educators of Nagaland. The analysed data is presented with respect to the following variables: gender, type of management, marital status, streams of study and teaching experience.

H₀₁: There is no significant difference in the Teacher Efficacy of B.Ed. Teacher Educators in Nagaland based on gender, type of management, marital status, stream of study and teaching experience.

Table 2: Results of t-test on Teacher Efficacy between B.Ed. Teacher educators on the basis of gender, type of management, and marital status

Variables	N	Mean	S.D.	df	t-value	S/NS	
Gender	Male	16	96.62	8.49	58	3.2985	S*
	Female	44	87.64	11.33			
Type of Management	Government	23	88.87	9.29	58	0.6689	NS*
	Private	37	90.75	12.47			
Marital status	Married	40	91.47	11.63	58	1.4657	NS*
	Unmarried	20	87.15	10.32			

*At 0.05 level of significance

Table 2 shows the calculated t value (3.2985), for the significance of the difference between the means of male and female B.Ed. teacher educators on Teacher Efficacy is more than table value (2.0) for df=58 at 0.05 level of significance respectively. Thus, the null hypotheses, "there is no significant difference in the Teacher Efficacy of B.Ed. teacher educators of Nagaland on the basis of gender" is

rejected. Therefore, there is significant difference in the Teacher Efficacy of B.Ed. Teacher Educators on the basis of gender. Further, the calculated t value (0.6689), for the significance of the difference between the means of government and private B.Ed. teacher educators on Teacher Efficacy is less than table value (2.0) for df=58 at 0.05 level of significance respectively. Thus, the null hypotheses, "there

is no significant difference in the Teacher Efficacy of B.Ed. teacher educators of Nagaland on the basis of type of management” is accepted. Also, the calculated t value (1.4657), for the significance of the difference between the means of married and unmarried B.Ed. teacher educators on

Teacher Efficacy is less than table value (2.0) for $df=58$ at 0.05 level of significance respectively. Thus, the null hypotheses, “there is no significant difference in the Teacher Efficacy of B.Ed. teacher educators of Nagaland on the basis of marital status” is accepted.

Table 3: Descriptive statistics on the basis of streams of study and teaching years

Variable		No. of teachers	Mean	SD
Stream of study	Language	15	89.6	10.48
	Mathematics	8	98.1	13.99
	Sciences	10	96.6	10.08
	Social Sciences	27	85.4	9.20
Teaching years	0-5 years	20	86.45	10.91
	6-10years	12	94.08	13.74
	11-15 years	22	91.13	10.23
	15 above years	6	89.83	10.90
Total		60		

Table 4: Result of the F-test for the significant difference in the Teacher Efficacy of B.Ed. teacher educators of Nagaland on the basis of streams of study

Source of Variance	Sum of Squares	df	Mean Square	F	S/NS
Between Groups	1526.392	3	508.7972	4.7286	S*
Within Groups	6025.542	56	107.599		
Total	7551.933	59			

*At 0.05 level of significance

From Table 4, it can be observed that the calculated value of F (4.7286) for $df=3$ and 56 is more than the critical F value (2.76) and is therefore statistically significant at 0.05 level of significance. Thus, the null hypotheses, “there is no significant difference in the Teacher Efficacy of B.Ed.

teacher educators on the basis of streams of study,” is not accepted. Therefore, there is significant difference in the Teacher Efficacy among the B.Ed. Teacher Educators on the basis of streams of study.

Table 5: Result of the F-test for the significant difference in the Teacher Efficacy of B.Ed. teacher educators of Nagaland on the basis of teaching years

Source of Variance	Sum of Squares	df	Mean Square	F	S/NS
Between Groups	480.6424	3	160.2141	1.2687	NS*
Within Groups	7071.291	56	126.2731		
Total	7551.933	59			

*At 0.05 level of significance

From table 5, it can be observed that the calculated value of F (1.2687) for $df=3$ and 56 is less than the critical F value (2.76) and is therefore statistically not significant at 0.05 level of significance. Thus, the null hypotheses, “there is no significant difference in the Teacher Efficacy of B.Ed. teacher educators on the basis of teaching years” is accepted.

Discussion

The study found that B.Ed. teacher-educators in Nagaland generally have an average level of teacher efficacy, which is in contrast to the high effectiveness observed in Reddy & Reddy (2017)^[10]. This highlights that teacher efficacy maybe influenced by regional resources or specific socio-economic challenges faced by teacher-educators in Nagaland. Teaching years did not indicate significant influence on efficacy levels which prove that long teaching experience in the profession does not make one an effective teacher educator. In consistence with the study conducted by Roy (2025)^[11], type of management also did not show significant difference in efficacy levels of teacher educators implying that being a government or private teacher-educator does not determine an educator’s confidence and efficacy.

While personal factors such as marital status did not find significant influence on efficacy levels; demography and academic backgrounds showed significant differences. The

study indicated clear gender differences with male teacher-educators reporting higher efficacy (96.62) as compared to female B.Ed. teacher-educators (87.64).

Additionally, the academic stream showed significant difference with the mean scores of mathematics B.Ed. teacher educators (98.1) indicating a higher Teacher Efficacy level than the teacher educators of science (96.6), Language (89.6) and Social sciences (85.4).

The significant difference in teacher efficacy based on gender and academic stream can be comprehended through Bandura’s (1977)^[3] Social Cognitive Theory and its Four Sources of Self-Efficacy. The higher mean scores among male teacher educators (96.62) compared to females (87.64) may be attributed to the differences in ‘Social Persuasion’ and ‘Physiological States’. It posits that in most professional structures, male educators may get frequent verbal encouragements, have roles that strengthen their professional status which reinforce their belief in their educational capabilities. On the other hand, if female educators face more professional expectations and occupational stress, their ‘physiological state’ can negatively bias their self-assessment of teaching ability.

In addition, the difference between mathematics teacher-educators (98.1) high mean score as compared to the science, language and social science (85.4) is explained through the

'mastery experiences' of Bandura (1977) [3]. It suggests that mathematics and science curriculum offer structured, objective outcomes with quantifiable student progress which is perceived as a success. While language and social sciences involve more subjective and qualitative outcomes. This causes educators to perceive their efficacy levels lower. The average level self-efficacy findings of the study and its alignment with Bandura's theory suggest the lack of feedback and effective role models in the specific context of B.Ed teacher-educator fraternity in Nagaland.

Conclusion

In conclusion, to bridge the gap between average and high efficacy, gender inclusive programs should be undertaken, since female teacher educators in Nagaland reported lower efficacy. Besides, specific attention should be given to Language and Social Sciences teacher educators to raise their professional efficacy and capabilities. Training should move beyond 'years of experience' (which showed no impact) and focus on mastery experiences and verbal persuasion, which are known psychological drivers of teacher efficacy. Efforts could also be made to encourage "peer-observation" sessions where Mathematics educators or high other high efficacy teachers share classroom management and instructional strategies with educators from other streams. The findings also suggest that current teacher education curriculum may not be providing balanced 'efficacy-building' across all subject streams. Lastly, teacher -educators in Nagaland ought to practice self-reflection and active engagement with educational technologies and developments to foster a strong sense of efficacy which is essential for their performance and effectiveness in teaching as well as job satisfaction.

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