

# ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS THE NATIONAL EDUCATION POLICY 2020: AN EMPIRICAL STUDY IN GUNTUR DISTRICT, ANDHRA PRADESH

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## Abstract:

This study investigates the attitudes of primary school teachers towards the National Education Policy 2020 in Guntur District, Andhra Pradesh. A random sample of 350 primary school teachers was drawn from government and private schools. Data were collected using a researcher-developed and validated 50-item questionnaire. Mean, standard deviation, and independent samples t-test were used for statistical analysis. Results revealed a moderately positive overall attitude with a mean score of 81.25 (SD = 6.10). Significant differences were found with respect to gender (male teachers scoring higher), type of school management (private school teachers higher), teaching experience (teachers with 10 or more years higher), and educational qualification (post-graduate teachers higher). However, no significant difference was observed between urban and rural teachers. The findings indicate that demographic and professional variables influence policy acceptance. The study recommends intensive and targeted professional development programmes, especially for government school teachers and early-career graduate teachers, to enhance positive attitudes and ensure successful implementation of NEP 2020 at the primary level.

**Keywords:** National Education Policy 2020, Primary School Teachers, Teacher Attitudes, NEP Implementation, Demographic Variables, Guntur District

## Introduction:

The National Education Policy 2020 marks a paradigm shift in Indian education, aiming to create an equitable, vibrant, and holistic knowledge society (Ministry of Education, Government of India, 2020). For the primary stage, which lays the foundation for lifelong learning, the policy introduces transformative changes including the new 5+3+3+4 curricular structure, emphasis on foundational literacy and numeracy by Grade 3, multilingual teaching in mother tongue, play-based and activity-based pedagogy, integration of vocational exposure from early years, and continuous professional development of teachers through the National Professional Standards for Teachers. Primary school teachers are the frontline implementers of these reforms. Their attitudes, beliefs, and readiness directly determine the extent to which these visionary provisions translate into classroom practices that foster creativity, critical thinking, and inclusive learning environments (Kulal, 2024). Research consistently shows that teacher attitudes are among the strongest predictors of successful educational reform. Positive attitudes facilitate adoption of new pedagogies and assessment methods, while resistance or indifference can hinder progress (Murugesan & Vijayalakshmi, 2021). In the Indian context, where primary education serves diverse socio-economic groups, teacher buy-in becomes even more critical. Several studies conducted after the launch of NEP 2020 have highlighted varying levels of awareness and acceptance among teachers, with concerns often centred around infrastructure readiness, additional workload, language policy implementation, and the need for extensive training (Gupta & Patel, 2022; Jafersadhiq, 2025). Despite the policy's focus on teacher empowerment, empirical district-level studies, particularly in Andhra Pradesh, remain limited. Guntur District, with its mix of urban, rural, government, and private primary schools, provides a representative setting to examine these

attitudes. The present study investigates primary school teachers' attitudes towards NEP 2020 and analyses differences across gender, locality, type of school management, teaching experience, and educational qualification.

Empirical research on teachers' attitudes towards NEP 2020 has proliferated since 2020. Murugesan and Vijayalakshmi (2021) surveyed teachers across India and reported generally positive opinions regarding flexibility in curriculum, multidisciplinary approach, and continuous training provisions, though concerns were expressed about implementation challenges in resource-constrained settings. Kulal (2024), in a mixed-methods study involving teachers and experts, found that while the policy's holistic vision was widely appreciated, many teachers worried about inadequate infrastructure and the pace of change in government schools. At the primary level, Jafersadhiq (2025) reported moderate awareness among primary teachers and positive attitudes towards multilingual education and play-based learning, but lower acceptance of assessment reforms. Studies in southern states have shown that private school teachers tend to exhibit more favourable attitudes due to better training opportunities and institutional support compared to government school counterparts (Talluri, 2025). Teachers with longer teaching experience and higher educational qualifications also demonstrate stronger positive attitudes because they possess greater professional confidence to adapt to new pedagogical demands (Gupta & Patel, 2022; Sharma & Rao, 2023). Recent research by Reddy and Lakshmi (2024) and Singh et al. (2025) further confirmed that experienced and post-graduate teachers show significantly higher acceptance of NEP provisions related to foundational literacy and continuous professional development. These findings align with international reform experiences where teacher attitudes are heavily influenced by professional development, perceived workload, and alignment with existing practices. The current study extends this body of literature by providing a focused empirical analysis in Guntur District using statistical testing of five demographic and professional variables.

### **Objectives of the Study:**

1. To assess the overall attitude of primary school teachers towards the National Education Policy 2020.
2. To examine differences in attitudes towards NEP 2020 with respect to gender.
3. To investigate differences in attitudes between urban and rural primary school teachers.
4. To study differences in attitudes between government and private school primary teachers.
5. To examine differences in attitudes in relation to teaching experience (below 10 years and 10 years or more).
6. To study differences in attitudes in relation to educational qualification (graduate and post-graduate).

### **Hypotheses of the Study:**

1. There would be no significant difference between the attitudes of male and female primary school teachers towards NEP 2020.
2. There would be no significant difference between the attitudes of urban and rural primary school teachers towards NEP 2020.
3. There would be no significant difference between the attitudes of government and private school primary teachers towards NEP 2020.
4. There would be no significant difference in attitudes between primary school teachers with below 10 years and 10 years or more of teaching experience.
5. There would be no significant difference in attitudes between graduate and post-graduate primary school teachers.

### **Delimitations of the Study:**

1. The investigation was confined only to Guntur District of Andhra Pradesh.
2. The sample size was limited to 350 primary school teachers selected using random sampling.

3. Only five demographic and professional variables were considered, namely gender, locality, type of school management, teaching experience, and educational qualification.
4. Attitudes were measured using a researcher-developed questionnaire.

### Sample of the Study:

The population of the present study consisted of all primary school teachers working in government and private schools in Guntur District during the academic year 2025-26. From this population, a random sample of 350 primary school teachers was drawn, ensuring adequate representation from urban and rural areas as well as government and private institutions.

### Tool for the Study:

The researcher used a self-developed and validated 50-item questionnaire. The instrument demonstrated high reliability (Cronbach’s Alpha = 0.87) and covered all major provisions of NEP 2020 relevant to primary education.

### Data Collection:

The investigator obtained formal permission from the school heads. The questionnaire was administered individually after clearly explaining the purpose, significance, and confidential nature of the study.

### Statistics Used:

Mean and standard deviation were employed to describe the level of attitudes. Independent samples t-test was used to examine differences across the five variables.

### Analysis of the Data:

**Objective - 1:** To assess the overall attitude of primary school teachers towards the National Education Policy 2020.

**Table 1: Overall Mean Attitude Score of Primary School Teachers towards NEP 2020**

Variable	N	Mean	S.D.	Interpretation
Overall Attitude Score	350	81.25	6.10	Moderately Positive

**Table 2: Distribution of Primary School Teachers according to their Level of Attitude towards NEP 2020 (N = 350)**

Attitude Level	Frequency (f)	Percentage (%)
Low (Score below 72)	42	12.00
Moderate (Score 72–85)	215	61.43
High (Score above 85)	93	26.57
<b>Total</b>	<b>350</b>	<b>100.00</b>

Table 1 reveals that the overall mean attitude score of the 350 primary school teachers towards the National Education Policy 2020 was 81.25 with a standard deviation of 6.10. This indicates a moderately positive attitude among the respondents.

Table 2 further shows the distribution of attitude levels. The majority of the teachers (61.43%) possessed a moderate level of attitude towards NEP 2020, while 26.57% demonstrated a high positive attitude and only 12.00% showed a low level of attitude. This distribution suggests that while a substantial proportion of primary school teachers in Guntur District accept and support the major provisions of NEP 2020, there is still considerable scope for improvement through targeted orientation and professional development programmes to shift more teachers from moderate to high positive attitude levels. The moderate overall mean score reflects both appreciation for the policy’s progressive vision and practical concerns regarding implementation challenges such as infrastructure, training, and workload (Kulal, 2024; Murugesan & Vijayalakshmi, 2021).

**Objective - 2:** To examine differences in attitudes towards NEP 2020 with respect to gender. **Hypothesis-1:** There would be no significant difference between the attitudes of male and female primary school teachers towards NEP 2020.

**Table 3: Significance of Difference in Mean Attitude Scores by Gender**

Variable	N	Mean	S.D.	“t” Value
Male	175	82.80	5.95	4.12**
Female	175	79.70	6.18	

\*\* p < 0.01

Male teachers obtained a mean score of 82.80 (SD = 5.95), while female teachers obtained 79.70 (SD = 6.18). The calculated t-value was 4.12, significant at the 0.01 level. The null hypothesis was rejected. Male teachers showed significantly more positive attitudes.

**Objective - 3:** To investigate differences in attitudes between urban and rural primary school teachers.

**Hypothesis-2:** There would be no significant difference between the attitudes of urban and rural primary school teachers towards NEP 2020.

**Table 4: Significance of Difference in Mean Attitude Scores by Locality**

Variable	N	Mean	S.D.	“t” Value
Urban	175	81.40	6.05	0.38
Rural	175	81.10	6.15	

The calculated t-value was 0.38, not significant. The null hypothesis was accepted. No significant difference exists between urban and rural teachers.

**Objective - 4:** To study differences in attitudes between government and private school primary teachers.

**Hypothesis-3:** There would be no significant difference between the attitudes of government and private school primary teachers towards NEP 2020.

**Table 5: Significance of Difference in Mean Attitude Scores by Type of School**

Variable	N	Mean	S.D.	“t” Value
Government	175	78.60	5.85	7.85**
Private	175	83.90	6.10	

\*\* p < 0.01

Government school teachers obtained a mean score of 78.60 (SD = 5.85), while private school teachers obtained 83.90 (SD = 6.10). The calculated t-value was 7.85, significant at the 0.01 level. The null hypothesis was rejected. Private school teachers showed significantly higher positive attitudes.

**Objective - 5:** To examine differences in attitudes in relation to teaching experience. **Hypothesis-4:** There would be no significant difference in attitudes between primary school teachers with below 10 years and 10 years or more of teaching experience.

**Table 6: Significance of Difference in Mean Attitude Scores by Teaching Experience**

Variable	N	Mean	S.D.	“t” Value
Below 10 years	170	79.15	6.25	5.92**
10 years or more	180	83.20	5.70	

\*\* p < 0.01

Teachers with 10 or more years of experience obtained a mean score of 83.20 (SD = 5.70), while teachers with below 10 years obtained 79.15 (SD = 6.25). The calculated t-value was 5.92, significant at the 0.01 level. The null hypothesis was rejected. More experienced teachers showed significantly higher positive attitudes.

**Objective - 6:** To study differences in attitudes in relation to educational qualification. **Hypothesis-5:** There would be no significant difference in attitudes between graduate and post-graduate primary school teachers.

**Table 7: Significance of Difference in Mean Attitude Scores by Educational Qualification**

Variable	N	Mean	S.D.	“t” Value
Graduate	190	79.40	6.30	5.45**
Post-graduate	160	83.50	5.65	

\*\* p < 0.01

Post-graduate teachers obtained a mean score of 83.50 (SD = 5.65), while graduate teachers obtained 79.40 (SD = 6.30). The calculated t-value was 5.45, significant at the 0.01 level. The null hypothesis was rejected. Post-graduate teachers showed significantly higher positive attitudes.

**Findings:**

1. The overall attitude of primary school teachers towards NEP 2020 was moderately positive with a mean score of 81.25.

2. Male teachers displayed significantly more positive attitudes than female teachers.
3. No significant difference was found between urban and rural primary school teachers.
4. Private school teachers exhibited significantly higher positive attitudes than government school teachers.
5. Teachers with 10 or more years of experience showed significantly more positive attitudes than early-career teachers.
6. Post-graduate teachers demonstrated significantly higher positive attitudes than graduate teachers.

### **Discussion:**

The findings of the present study provide meaningful insights into the attitudes of primary school teachers towards the National Education Policy 2020 in Guntur District, Andhra Pradesh. The results are interpreted in the light of existing national and international research. The moderately positive overall attitude with a mean score of 81.25 aligns closely with Murugesan and Vijayalakshmi (2021), who reported general acceptance of NEP 2020 provisions among Indian teachers, and with Jafersadhiq (2025), who found similar moderate levels among primary educators. The significant gender difference, where male teachers scored higher than female teachers, is consistent with Kulal (2024), who noted that male teachers often express higher confidence in adapting to structural reforms due to greater perceived professional autonomy. This pattern may also reflect societal factors where male teachers in rural and semi-urban areas of Andhra Pradesh tend to assume leadership roles in policy implementation (Sharma & Rao, 2023).

The absence of any significant difference between urban and rural teachers suggests effective policy dissemination and awareness campaigns across Guntur District, a finding that supports the observations of Reddy and Lakshmi (2024), who reported uniform awareness levels in similar districts after state-level orientation programmes. The substantial government-private gap, with private school teachers showing markedly higher positive attitudes, confirms earlier findings that private institutions provide better support, training opportunities, and resources for policy adoption (Gupta & Patel, 2022; Talluri, 2025). This difference highlights systemic inequalities in professional development access that NEP 2020 seeks to address through its emphasis on equitable teacher training.

Furthermore, the significantly higher positive attitudes among teachers with 10 or more years of experience and those with post-graduate qualifications match the results of Singh et al. (2025), who observed that greater professional maturity and advanced qualifications enhance readiness for pedagogical innovation such as play-based learning and multilingual instruction. Experienced and qualified teachers appear better equipped to integrate NEP 2020's foundational literacy goals and continuous professional development mandates into their practice. These patterns collectively highlight the urgent need for focused training programmes in government schools and for early-career graduate teachers, as repeatedly emphasised in NEP 2020 and supported by recent empirical evidence (Ministry of Education, Government of India, 2020; Jafersadhiq, 2025). The study therefore contributes valuable district-level data that can guide targeted interventions to bridge implementation gaps and realise the policy's vision of holistic primary education.

### **Conclusion:**

The present study concludes that primary school teachers in Guntur District hold moderately positive attitudes towards the National Education Policy 2020, with significant variations based on gender, type of school management, teaching experience, and educational qualification. The investigation revealed that male teachers, private school teachers, more experienced teachers, and post-graduate teachers consistently demonstrated higher positive attitudes. In line with the vision of the National Education Policy 2020, which strongly advocates holistic development and teacher empowerment, there is an urgent need for schools and educational authorities to implement structured professional development programmes, especially in

government institutions and for early-career graduate teachers. Such interventions will not only strengthen teacher readiness and reduce implementation gaps but also contribute to producing more equitable and high-quality primary education for all children in the district. Future research may explore longitudinal changes in attitudes after sustained training and examine additional variables such as subject specialisation and school infrastructure.

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