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## Secondary School Teachers as Role Models: Expectations, Performance and The Expectation–Performance Gap in The Context of Nep 2020

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### Abstract

Teachers play a significant role in shaping students' academic development, ethical values, social behaviour and interpersonal relationships, particularly during secondary education. In the context of the National Education Policy (NEP) 2020, teacher role modelling extends beyond subject knowledge to include ethical conduct, effective communication, emotional support, inclusive classroom practices, social responsibility and professional commitment. This paper examines the relationship between the expectations associated with secondary school teachers as role models and their reported performance, with particular reference to Gujarat. It adopts a conceptual and descriptive-comparative framework to analyse seven dimensions of teacher role modelling and explore the potential significance of expectation–performance gaps for educational improvement. The proposed methodology involves structured questionnaires, descriptive statistics and appropriate comparative and correlational techniques, subject to the availability of verified data. The illustrative figures presented in the source document indicate comparatively larger example gaps in inclusive classroom practices and emotional support; however, these figures are hypothetical and cannot be considered empirical findings. The discussion highlights the importance of validated assessment instruments, constructive feedback, mentoring, continuous professional development and institutional support in strengthening teacher effectiveness. It also emphasises that differences between expectations and reported performance should be interpreted in relation to school resources, workload, classroom conditions and opportunities for professional learning. The paper concludes that effective teacher role modelling requires a balanced approach combining professional responsibility, reflective practice and supportive institutional environments. Further empirical research using reliable data and appropriate analytical procedures is necessary to establish actual performance patterns and identify evidence-based strategies for improving secondary education in alignment with NEP 2020.

**Keywords:** Teacher Role Modelling, Secondary Education, National Education Policy (NEP) 2020, Expectation–Performance Gap, Teacher Effectiveness, Ethical Conduct, Inclusive Education, Emotional Support, Professional Development, Gujarat

### 1. Introduction

Education contributes to intellectual growth, social participation, ethical development and the transmission of cultural knowledge. Schools do not achieve these purposes through curriculum and textbooks alone. The conduct and professional decisions of teachers shape the daily environment in which learners interpret knowledge, authority, fairness and responsibility. A secondary school teacher therefore performs both an instructional role and a role-modelling role.

Secondary education is a significant stage of development.

Learners increasingly form their identities, attitudes towards work, relationships with peers and ideas about citizenship. They observe whether teachers listen patiently, acknowledge mistakes, apply rules consistently, encourage questions and respect individual differences. These ordinary interactions can communicate values as powerfully as explicit lessons.

The National Education Policy (NEP) 2020 provides a relevant policy context because it emphasizes holistic development, conceptual understanding, critical thinking, experiential learning, inclusion and continuing teacher

development. These priorities require teaching that combines subject knowledge with sound pedagogy, ethical conduct and sensitivity to learner diversity.

The central concern of this paper is the relationship between what is expected of secondary school teachers as role models and how their performance is reported or observed. Expectations may come from students, parents, teachers, school leaders and policy documents. These expectations are not necessarily identical, and some may be difficult to meet when teachers face large classes, limited resources or heavy administrative workloads. A systematic comparison can help identify where further evidence, professional learning or institutional support may be needed.

The paper develops the expectation–performance gap as an analytical framework. It treats the gap as a signal for inquiry rather than automatic proof of teacher inadequacy. The discussion is based on the supplied source document; numerical examples are explicitly illustrative because the source identifies its sample scores as hypothetical and advises that they must be replaced with actual data before being presented as empirical findings.

A teacher role model is not an idealised person who never makes an error. Rather, role modelling is a professional process in which students can observe knowledge, fairness, responsibility, respect and a willingness to learn. Teachers may model intellectual behaviour by explaining how conclusions are reached, distinguishing evidence from assumptions and responding constructively to questions. They model ethical behaviour when assessment criteria are transparent and students are treated with dignity.

Role modelling also includes social and emotional dimensions. The way a teacher manages disagreement, responds to frustration, supports a learner who is struggling and interacts with students from different backgrounds communicates expectations about social life. Such behaviour should be assessed through observable indicators rather than vague judgments about personality. Relevant indicators can include respectful communication, equitable participation, consistent classroom rules, constructive feedback and responsible handling of student concerns.

The relationship between expectations and performance is complex. A high expectation score may describe an ideal standard rather than a realistic account of everyday practice. A performance score may reflect self-perception, student perception or direct observation; these sources are not interchangeable. The interpretation of a difference therefore depends on the instrument, respondent group and conditions under which data are collected.

The paper argues that a useful assessment framework must preserve this distinction. It should identify the dimension being measured, clarify who holds the expectation, define what counts as performance and state the limits of the evidence. When a gap is identified, the next step should be to investigate possible explanations, including professional preparation, school leadership, workload, resources and access to professional development. This approach connects accountability with support and keeps conclusions proportionate to the available evidence.

## 2. Review of Literature

The theoretical foundation for teacher role modelling can be understood through social learning. Bandura's work

highlights the importance of observation, imitation and the consequences associated with behaviour. In a classroom, students may learn from the actions teachers demonstrate, not merely from verbal instructions. When a teacher models persistence, careful reasoning and respectful disagreement, these behaviours become visible examples that students can interpret and potentially adopt.

Bandura's concept of self-efficacy is also relevant. Teachers' beliefs about their ability to organise instruction and respond to challenges may influence the effort and strategies they use. However, confidence alone does not guarantee effective practice; it operates alongside knowledge, resources, professional judgement and institutional conditions.

Vygotsky's sociocultural perspective draws attention to learning through social interaction and guided participation. Teacher–student communication, peer collaboration and structured support can help learners move towards greater independence. Dewey's experiential view similarly places value on meaningful activity, reflection and the connection between learning and life. These perspectives are compatible with the emphasis in NEP 2020 on conceptual understanding and active learning.

Noddings' ethics of care offers a further lens for examining teacher conduct. Care in education involves attentiveness to learners and responsiveness to their needs, while retaining professional boundaries. Shulman's work on pedagogical content knowledge indicates that effective teaching requires more than command of a subject: teachers must represent ideas in ways that learners can understand.

Together, these perspectives support a multidimensional view of role modelling. Academic competence, ethical integrity, communication, emotional support, inclusion, social responsibility and professional commitment are related but distinct dimensions. No single theory or measure captures the whole of teaching quality, and a sound study should explain how these constructs are operationalised.

Literature on teacher effectiveness commonly distinguishes subject knowledge, instructional planning, classroom management, assessment and professional responsibilities. A broader role-modelling approach adds attention to the values communicated through practice. Academic competence may be demonstrated through accurate explanations and the encouragement of evidence-based reasoning. Ethical conduct is visible in fairness, honesty, confidentiality and consistent use of authority. Communication involves listening, clear explanations, feedback and opportunities for student participation.

Research on teacher–student relationships emphasises that trust and respectful interaction can support participation. Students may be more willing to ask questions when mistakes are treated as opportunities to learn rather than occasions for humiliation. Emotional support does not require teachers to replace specialist services. It requires an appropriate response to concerns, awareness of boundaries and referral when a learner needs additional assistance.

Work on inclusive education draws attention to differences in ability, language, background and learning needs. Equal treatment does not always mean identical instruction. Teachers may need to adapt explanations, materials and classroom activities so that students can participate meaningfully. Inclusion can be constrained by class size,

limited accessible resources, insufficient training or lack of specialist support; therefore, a performance gap should prompt investigation of conditions as well as individual practice.

Professional development is potentially important when it is sustained, relevant and linked to classroom application. One-off attendance does not establish that teaching has improved. Mentoring, peer observation, collaborative planning and constructive feedback may help teachers translate new ideas into practice. Leadership can facilitate these activities by protecting time for collaboration and reducing avoidable administrative burdens.

The reviewed perspectives point to several methodological cautions. Self-assessment can differ from student assessment or classroom observation. Cross-sectional correlations cannot establish causation. Group differences should not be attributed to gender or locality without considering experience, institutional context and available support. These cautions inform the methodology and interpretation proposed in this paper.

### 3. Objectives and scope of the research work

The paper is guided by only three objectives:

1. To identify the major expectations associated with secondary school teachers as role models in the context of NEP 2020.
2. To analyse reported teacher performance across academic, ethical, communication, emotional, inclusive, social and professional dimensions.
3. To identify and interpret the expectation–performance gaps that may guide professional development and institutional support.

The scope is limited to secondary school teacher role modelling in the educational context described in the supplied document, with Gujarat identified as the geographical focus. It examines seven dimensions: academic competence and commitment; ethical conduct and integrity; communication and interpersonal behaviour; emotional support and student guidance; inclusive classroom practices; social responsibility and democratic values; and professional commitment and development.

The paper does not claim to evaluate every aspect of teacher effectiveness or establish the overall impact of NEP 2020. It focuses on the conceptual relationship between expectations and performance. The document refers to a proposed or illustrative sample of 200 secondary school teachers and presents hypothetical scores. These figures are used here only to demonstrate how an analysis could be structured; they must not be represented as verified field results.

The scope also recognises that expectations may originate from multiple stakeholders and that teacher performance is shaped by both individual and institutional factors. Conclusions are therefore intended to support careful interpretation and future empirical testing, not to label individual teachers or make universal claims about all secondary schools.

### 4. Research Methodology/Experimental

A quantitative descriptive and comparative design is suitable for investigating the relationship between expectations and performance. Correlational analysis may

be added where the data permit examination of associations with professional development, teaching experience or institutional support. The design should be finalised before data collection and should correspond directly to the objectives and hypotheses.

The source document identifies Gujarat as the geographical setting and describes an illustrative sample of 200 secondary school teachers. In the illustrative profile, 104 teachers are male and 96 are female; 110 are from rural schools and 90 from urban schools. These figures are presented in the source as an example, not confirmed fieldwork. A final empirical paper must report the actual sampling frame, school-selection method, participant recruitment, response rate and sample characteristics.

Data may be collected using a structured questionnaire with parallel items for expectations and reported performance. The instrument should define each dimension in observable terms and specify a consistent response scale. Items might address clarity of explanations, fairness in assessment, respectful communication, response to learning difficulties, participation of diverse learners and engagement in professional learning. If students or other stakeholders are included, the sampling and instruments for each group must be documented separately.

Before administration, the instrument should be reviewed for content validity and piloted with an appropriate group. Reliability should be assessed using a suitable method for the scale and construct. Permissions, informed consent, voluntary participation and confidentiality should be maintained. Data should be checked for missing or inconsistent responses before analysis. No claim of experimental manipulation is made because the source describes a descriptive/comparative survey approach rather than a controlled experiment.

The principal variables are expectation scores, performance scores and the difference between them. For each dimension, the expectation–performance gap can be calculated as:

**Gap = Mean expectation score – Mean performance score.**

A positive value indicates that the expectation mean is higher than the performance mean; a value near zero indicates closer alignment; a negative value indicates a higher performance mean. The gap is a descriptive indicator and does not explain the cause of a difference.

Descriptive analysis may include frequencies, percentages, means and standard deviations. If expectation and performance scores are paired for the same respondents and the assumptions are met, a paired-samples t-test may be considered. A non-parametric alternative may be more appropriate if scale characteristics or distributional assumptions make a parametric test unsuitable. Independent-samples tests may be used for supported group comparisons, while correlation or regression may examine associations with professional development or institutional support. The final procedures must follow the actual data structure and pre-specified analysis plan.

Analysis should report effect sizes and uncertainty where appropriate, not only statistical significance. Missing data rules, scale scoring, outlier handling and any exclusions should be disclosed. If the study includes only questionnaire

perceptions, the paper should use terms such as “reported performance” or “perceived practice,” not claim direct observation of classroom behaviour.

For transparent reporting, the seven dimensions should be analysed separately before an overall mean is interpreted. A composite score is defensible only if the instrument and measurement evidence support combining the dimensions. Ethical and inclusion-related items should be worded neutrally, avoiding assumptions that a particular group of teachers performs better or worse. This methodology provides a reproducible framework while leaving empirical claims dependent on actual data.

## 5. Hypothesis

The following hypotheses provide a testable framework for an empirical study. They should be evaluated only after the relevant data have been collected and checked.

- H<sub>1</sub>:** There is no statistically significant difference between the mean expectation scores and mean reported performance scores across the selected dimensions of teacher role modelling.
- H<sub>2</sub>:** There is a statistically significant difference between the mean expectation scores and mean reported performance scores across the selected dimensions of teacher role modelling.
- H<sub>3</sub>:** There is no statistically significant association between participation in professional development and reported teacher role-modelling performance.

The first pair directly addresses the central expectation–performance relationship. The other pairs are relevant only if professional development and institutional support are measured adequately. The source document also discusses possible group comparisons by gender and rural–urban locality, but such tests should be included only when justified by the final research questions and sampling plan. Hypotheses should not be accepted or rejected on the basis of illustrative means alone. A difference between descriptive averages does not by itself establish statistical significance. Appropriate tests require respondent-level observations, a clear scale, an assessment of assumptions and a stated significance threshold. Results should be reported with test statistics, degrees of freedom, p-values and effect sizes where applicable. If data are not available, the hypotheses remain proposed rather than tested.

## 6. Limitation of Research work (Research Gap)

A key research gap is the need to connect broad policy expectations with observable and consistently measured classroom practices. Discussions of teachers as role models often include many desirable qualities, but a study must define these qualities in a way that can be assessed systematically. The seven-dimensional framework helps organise the construct, although the final instrument still requires validation.

A second gap concerns direct comparison. Expectations and performance may be measured by different respondents or with different items. Without comparable scales, subtracting the scores can produce misleading interpretations. Researchers should identify whose expectations are being measured and whether performance refers to self-report, student perception, administrator rating or observation.

A third gap is explanatory. An expectation–performance difference identifies an area for investigation but does not explain why it exists. Training opportunities, workload, class size, teaching resources, school leadership, student diversity and questionnaire interpretation may all be relevant. Additional interviews or observations could help explain patterns if included in the research design.

The study is limited by its geographical focus on selected schools in Gujarat. Results cannot automatically be generalised to every school in the state or to other Indian states. A cross-sectional design can describe differences and associations but cannot establish that professional development or NEP 2020 caused a change in performance. Self-report data may be affected by recall, social desirability or differing standards of judgment.

Most importantly, the supplied document marks the numerical results as hypothetical. Consequently, the means and gaps discussed in this paper are illustrative only. Without verified respondent-level data, no statistical significance, causal claim or population-level conclusion can be established. This limitation is substantive and must remain explicit in any use or circulation of the paper.

## 7. Results and Discussion

The source document provides an illustrative comparison of expectations and reported performance across seven dimensions. It reports an overall expectation mean of 4.55 and a performance mean of 4.06, producing an illustrative gap of 0.49 on the assumed five-point scale. Because the source explicitly describes these numbers as hypothetical, they demonstrate an analysis format rather than verified empirical findings.

**Table 1:** The illustrative dimension-level table is as follows

| Dimension               | Expectation | Performance | Gap  |
|-------------------------|-------------|-------------|------|
| Academic competence     | 4.62        | 4.18        | 0.44 |
| Ethical conduct         | 4.71        | 4.32        | 0.39 |
| Communication           | 4.55        | 4.05        | 0.50 |
| Emotional support       | 4.48        | 3.91        | 0.57 |
| Inclusive practices     | 4.42        | 3.78        | 0.64 |
| Social responsibility   | 4.51        | 4.06        | 0.45 |
| Professional commitment | 4.58        | 4.14        | 0.44 |

In this example, ethical conduct has the smallest gap (0.39), while inclusive practices have the largest (0.64). Emotional support has the next largest gap (0.57), followed by communication (0.50). If a comparable pattern were found in actual data, it could indicate that inclusive teaching, individual learner support and classroom dialogue deserve closer examination. It would not, by itself, prove that teachers lack commitment or that one specific intervention would resolve the difference.

A gap may reflect ambitious expectations, limited opportunities, measurement differences or actual variation in practice. Interpretation should therefore be supported by information about school conditions and the experiences of teachers and students. The scores should be recalculated from the original data before any claim of empirical results is made.

The ethical-conduct dimension illustrates why the size of a gap should not be confused with the absolute level of performance. Its illustrative performance mean of 4.32 is the

highest among the listed dimensions, while its gap is the smallest. This pattern may indicate relatively close alignment between high expectations and reported practice in the example. Nevertheless, a high average can conceal differences among items or respondents, so item-level distributions and variability would be useful.

Inclusive classroom practices show a lower illustrative performance mean of 3.78. Inclusion involves recognising diverse learning needs, enabling equitable participation and adapting instruction when appropriate. A lower score could justify asking whether teachers have received practical preparation, whether accessible materials are available and whether class sizes permit individual support. These are possible explanations, not established causes.

Emotional support is another area for careful interpretation. Teachers can foster a respectful environment, listen to concerns and identify when additional help is needed. Their responsibilities must remain within professional boundaries, and appropriate referral arrangements may be important. Training should therefore combine communication strategies with clarity about safeguarding and referral procedures.

Communication affects several other dimensions. Encouraging questions, giving constructive feedback and explaining expectations clearly can support academic learning, emotional safety and inclusion. Peer observation and collaborative lesson planning may help teachers reflect on these practices. However, professional development should be assessed by classroom application and follow-up evidence rather than attendance alone.

The results framework is most useful when it leads to a cycle of improvement: identify the expectation, assess current practice, examine the gap, investigate conditions, select a proportionate response and review change. This cycle respects teacher accountability while recognising that effective practice depends partly on institutional support. Actual conclusions must await verified data and appropriate statistical tests.

The source document proposes examining group differences by gender, locality and participation in professional development. Such comparisons can add context, but they must not be treated as explanations in themselves. A difference between male and female teachers, for example, would not establish that gender caused the difference. Experience, workload, subject assignment, school leadership and access to training may be related to the observed pattern.

Rural–urban comparisons require similar caution. Schools may differ in staffing, infrastructure, teaching materials, digital access and specialist support. If a difference appears, further analysis should determine which contextual characteristics are measured and whether they are associated with performance. The location label alone is not an adequate causal explanation.

Professional development may be associated with role-modelling performance because training can introduce new strategies and opportunities for reflection. Yet the association may also be influenced by selection: teachers who attend training may differ in motivation, experience or institutional support from those who do not. A cross-sectional correlation cannot establish the direction of influence. Stronger evidence would require longitudinal

measurements or a carefully designed evaluation.

Multiple sources of evidence can improve interpretation. Teacher self-assessment can reveal professional intentions, student feedback can describe classroom experience, and observation can document specific behaviours. These sources should be combined thoughtfully rather than treated as identical measures. Any student participation should be voluntary and confidential, and feedback should be used for constructive improvement.

The main discussion point is therefore methodological as much as substantive: the expectation–performance gap is a diagnostic prompt. It can help focus professional learning and school improvement, but its meaning depends on measurement quality, context and corroborating evidence. Reporting must distinguish illustrative patterns from empirical findings and avoid claiming policy impact without a suitable design.

## 8. A Practical Framework for Closing the Gap

A practical improvement framework can be organised into five stages. First, clarify the expectation by identifying the professional behaviour or practice to be strengthened. Second, assess current practice using an appropriate combination of self-reflection, student feedback, observation and relevant records. Third, examine the difference and investigate its possible causes instead of assuming that a score explains itself. Fourth, select a response that fits the identified need, such as mentoring, collaborative planning, accessible resources or targeted training. Fifth, review progress using comparable indicators and revise the plan when necessary.

This framework is consistent with the paper's central argument that gaps are diagnostic signals rather than final judgments. If communication is the priority, for example, a teacher may practise questioning techniques and receive peer feedback. If inclusion is the priority, the school may review materials and plan ways to provide more equitable participation. The response should be proportionate to the evidence and the resources available.

Improvement should be a shared responsibility. Teachers contribute professional effort and reflection; school leaders organise support and feedback; educational authorities address broader resource and training needs. The framework should be adapted to local conditions and evaluated with actual evidence. It should not be described as effective until follow-up data demonstrate the results.

## 9. Implications for School-Level Assessment

A school-level assessment system should begin by defining what is expected in each dimension and how evidence will be collected. For example, academic competence may be considered through lesson planning, clarity of explanation and responses to misconceptions. Ethical conduct may be considered through consistency, fairness and transparent assessment practices. Communication can be explored through the availability of questions, respectful dialogue and the usefulness of feedback. Defining indicators in advance reduces the risk that an overall judgment will be based on personal impressions alone.

Assessment should also distinguish developmental feedback from formal accountability. Teachers are more likely to use feedback constructively when the process is transparent,

confidential where appropriate and connected to realistic opportunities for improvement. Student feedback can provide important information about classroom experience, but it should be interpreted alongside other evidence and should not be the sole basis for evaluating a teacher.

A school may establish a baseline, identify one or two priorities, agree on support and review progress after a suitable period. Such a process makes the expectation–performance framework actionable. It also allows the institution to identify barriers that cannot be addressed by an individual teacher alone, including insufficient materials, limited planning time or lack of access to professional guidance.

## 10. Conclusions

This paper has examined the role of secondary school teachers as models of academic, ethical, interpersonal and professional behaviour in the context of NEP 2020. Teachers influence learners through subject explanations and planned activities, but also through everyday decisions about fairness, discipline, listening, feedback, inclusion and responsibility. The role-modelling concept is therefore multidimensional.

The expectation–performance gap offers a structured way to compare desired qualities with reported practice. The supplied document's illustrative values show an overall gap of 0.49, with the largest example gap for inclusive practices and the smallest for ethical conduct. These values are hypothetical and must not be described as confirmed findings. Their appropriate use is to demonstrate how a future empirical analysis could identify dimensions for closer examination.

A defensible assessment requires clearly defined constructs, valid instruments, transparent sampling and analysis that matches the data. Expectations and performance should be measured separately, and the source of each rating should be reported. Descriptive differences should not be mistaken for statistical significance or causal evidence.

The paper concludes that improvement should combine professional responsibility with institutional support. Teachers need opportunities for continuing learning, collaboration, constructive feedback and practical preparation for diverse classrooms. School leaders and educational authorities can support these efforts through adequate resources, manageable workloads and context-sensitive professional development.

Future research should use verified data and, where feasible, triangulate questionnaires with observation or interviews. Longitudinal designs could explore whether changes in training or institutional conditions are followed by changes in classroom practice. Such evidence would strengthen understanding of how policy priorities can be translated into everyday educational experience.

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