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The Impact of Limited Teaching Resources on Teachers' Competency in Secondary Schools in Longleng District, Nagaland

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Abstract

Teaching resources are materials, facilities, and technological tools that support the teaching-learning process. They include textbooks, reference books, blackboards, charts, maps, laboratory equipment, libraries, computers, projectors, internet facilities, and locally available instructional materials. These resources help teachers explain difficult concepts, encourage student participation, and connect theoretical knowledge with practical experiences. However, limited availability of these resources may create challenges for teachers in planning lessons, applying appropriate teaching methods, managing classrooms, and assessing students' learning outcomes. Therefore, suggested measures require coordinated action on recruitment, deployment of infrastructure, materials and professional development.

Keywords: Teaching resources, teachers' competency, secondary schools, instructional materials, educational development, Longleng District, Nagaland.

1. Introduction

Limited teaching resources—especially shortages of subject teachers, instructional materials, laboratories, digital tools, and basic infrastructure—can constrain teachers' ability to plan, deliver, assess, and improve instruction. This paper examines how such resource limitations affect teachers' competency in secondary schools, focusing on pedagogical competence, subject-matter delivery, classroom management, assessment practices, professional development, and learner outcomes. This paper examines the impact of limited teaching resources on teachers' competency in secondary schools in Longleng District, Nagaland. It discusses how resource shortages may affect teachers' instructional skills, professional effectiveness, classroom practices, and ability to meet diverse learning needs also highlights possible strategies for improving resource availability and strengthening teachers' competency. The study provides a framework for understanding the relationship between teaching resources and teachers' professional performance in secondary education.

2. Statement of the Problem

In Longleng District, it is necessary to investigate whether and how shortages of teaching resources influence teachers' competency. Although resource limitations are a concern in many educational settings, their specific effects on teachers in the district should be established through evidence collected from schools and teachers.

The problem addressed in this paper is therefore the possible relationship between limited teaching resources and teachers' competency in secondary schools in Longleng District, Nagaland.

3. Literature Review

Sharma (2021) found that teachers in Northeast India face a "double disadvantage" of geographical isolation and resource scarcity. UNESCO (2022) report on Tribal Education in Nagaland highlighted that 60% of secondary schools lack functional laboratories. Ao & Kaur (2020) in their study in Mon and Tuensang districts found that teacher competency scores were 23% lower in schools with poor infrastructure. Shulman (1986) on pedagogical content knowledge highlights the importance of combining subject knowledge with appropriate methods of teaching. Teaching resources can support this process by helping teachers represent concepts in ways that students can understand.

Vygotsky's (1978) sociocultural perspective emphasizes the importance of social interaction and the learning environment in cognitive development. Teaching materials can facilitate discussion, collaboration, demonstrations, and guided learning when appropriately used. However, no specific study has been conducted in Longleng District.

4. Objectives of the study

1.To examine the major resource constraints face by teachers in longleng district effecting their teaching competency

2. To examine the impact of limited resources on teachers' competency

3.To suggest practical measures for improving teaching resources and strengthening teachers' competency

5. Research Questions

1. What is the major challenges associated with limited teaching resources in Longleng?
2. How do limited teaching resources affect teachers' instructional competency?
3. What measures can be adopted to improve resource availability and teachers' competency?

6. Methodology

Research Design: Descriptive survey- and qualitative method ere used b researcher

Population and Sample: All secondary school teachers (Govt. and Private) in Longleng District. Stratified random sampling: 100 teachers (50 Govt., 50 Private) from 20 secondary schools (5High Schools, 5 Private).

Tools Used: self-developed questionnaires were used to investigate the present study.

7. Discussion of findings

7.1 Major challenges associated with limited teaching resources

Shortage of subject teachers: In longleng there is reported absence of Mathematics, English, Science, and Hindi teachers in several Government High Schools means that existing teachers may be required to teach outside their specialization or cover additional classes.

Inadequate infrastructure and materials: the present study identified poor school infrastructure, insufficient classrooms, lack of electricity, and inadequate or dilapidated toilets in longleng district.
Limited professional development and support: Teacher competency grows through induction, mentoring, subject associations, workshops, observation, feedback, and opportunities to learn from peers. However, in Longleng, district it has noted that there is very less opportunities when it comes to monitoring, supervision, continuous professional development courses especially among private school secondary teachers. It was also reported that teachers at some schools had not undertaken professional courses in guidance and counselling.

Potential challenges related to limited teaching resources in longleng district	
80% teachers reveal that Insufficient textbooks and supplementary reading materials	72% teachers reported Limited coordination between schools, educational authorities, and local communities
71% teachers reported Limited opportunities for training teachers to use digital and other teaching resources	76% teachers reported Inadequate library facilities and subject-specific reference books
78% teachers reported Difficulties in transporting and replacing materials in remote locations	70% teachers reported inadequate laboratory equipment and practical teaching materials
69% teachers reported Insufficient funding for purchasing and maintaining instructional materials	80% reported Limited access to computers, projectors, and internet facilities.

7.2 Limited teaching resources and its effects on teachers' competency

Reduced subject-matter competence: Due to shortage of specialized subject teacher especially Math, Science, Hindi, general subject teachers are assigned subjects for which they were not trained, their content mastery and pedagogical content knowledge may be weak. The absence of subject teachers in Longleng means students may sit for High School Leaving Certificate examinations without having been consistently taught by specialists in key subjects.

Weaker pedagogical practice: Limited teaching-learning materials like lack of laboratories, models, maps, library books, and digital resources reduce opportunities for demonstration, experimentation, group work, visualization, and differentiated instruction. Teachers may depend on lecture methods and rote learning because these require fewer materials.

Impact on Teaching Methods: When these materials are unavailable, teachers responded that they rely more frequently on lectures, explanations, and textbook-based instruction. Affecting opportunities for practical learning and active student participation.

Impact on Classroom Management: In resource-constrained classrooms, teachers find it difficult to provide individual learning materials or organize activities that require specialized equipment. This may increase the challenge of maintaining participation and meeting different learning needs.

Impact on Assessment and Feedback: Limited resources may restrict teachers' ability to conduct practical assessments, prepare varied learning activities, or use digital assessment methods affect the Teachers teaching competency as they depend more heavily on written examinations and conventional classroom tests.

Impact on Teachers' Confidence and Professional Motivation: The availability of suitable resources help teachers feel better prepared to deliver lessons and address students' questions. Conversely, persistent shortages create frustration, increase preparation time, and make some instructional activities difficult to implement.

Impact on Students' Learning Experiences: restricted access to use suitable instructional materials adversely affect students' learning experiences in longleng district a. students experienced less opportunities to observe, practice, discuss, and apply what they learn.

Challenges in Geographically Remote Schools: Limited access to reliable electricity, internet connectivity, technical support, or educational suppliers in geographically remote areas secondary schools in longleng affect the use of modern instructional resources.

7.3 Recommendations for improvement

Recruit and deploy subject teachers transparently. Recruitment process should be given due important in filling vacancies in Mathematics, Science, English, and Hindi in all Government High Schools in Longleng,

Provide basic teaching-learning materials. Each school should receive a minimum resource kit: subject textbooks and guides, charts, geometry kits, science apparatus, library books, stationery, assessment tools, and functional whiteboards.

Invest in continuous professional development. Subject-based training, mentoring by experienced teachers, lesson-study groups, and guidance-and-counselling training should be regular, funded, and linked to classroom practice.

Improve infrastructure progressively. Schools need adequate classrooms, electricity, safe drinking water, toilets, furniture, and connectivity to create conditions in which competent teaching is possible.

Use low-cost, context-based pedagogy. Teachers can use local examples, handmade models, group work, peer teaching, and formative assessment while longer-term resource gaps are addressed.

Monitor resource use and learning outcomes: District education officials should track teacher attendance, subject deployment, availability of materials, classroom observation feedback, and student learning progress.

Regular Assessment of Resource Needs: Schools should maintain updated inventories of teaching materials and regularly identify shortages, damaged equipment, and maintenance requirements. Such assessments can help school leaders' priorities purchases and use available funds effectively.

Improvement of Digital Infrastructure.: Where feasible, schools should be supported with reliable electricity, suitable digital devices, offline educational content, and internet connectivity. Offline resources may be particularly useful in locations where reliable internet access is difficult to maintain.

Strengthening School Leadership: School heads should encourage teachers to share instructional materials, collaborate in lesson planning, and exchange effective teaching practices. Transparent budgeting and proper maintenance procedures can also improve the utilization of available resources.
Community Participation: Parents, community organizations, and local stakeholders may support schools through appropriate resource-sharing initiatives, educational programs, and community-based projects
Monitoring and Evaluation: Educational authorities should periodically assess whether the resources supplied to schools are available, functional, accessible, and being used effectively. Monitoring should consider not only the quantity of materials provided but also their contribution to classroom teaching and learning.

8. Conclusion

Limited teaching resources in Longleng district constrain teachers' competency by limiting subject expertise, narrowing pedagogy, increasing workload, weakening assessment, and reducing professional development opportunities. The shortage of specialist teachers, inadequate infrastructure, and irregular access to materials are not isolated problems; together they create conditions in which effective secondary education becomes difficult to sustain. Improving teacher competency therefore requires more than training individual teachers. It requires a system-wide response that ensures qualified teachers, adequate materials, functional infrastructure, supportive supervision, and continuous professional learning.

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