Challenges In Developing Teaching Competencies Among Secondary School Teachers In Longleng District.

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Abstract:

This study explores the challenges faced by secondary school teachers in Longleng district of Nagaland in developing essential teaching competencies, including pedagogy, classroom management, and assessment skills. Teachers in this region face significant barriers, such as limited access to professional development programs, inadequate infrastructure, and insufficient institutional support. These challenges hinder their ability to effectively implement modern teaching practices and enhance student learning outcomes. Using a combination of surveys, interviews, and focus groups, the research identifies these obstacles and examines the factors contributing to the competency gaps. Findings highlight the could do with for targeted teacher training programs, improved school infrastructure, and stronger support systems, such as mentoring and peer collaboration. The study also recommends guiding principle interventions to address the specific needs of teachers in rural areas like Longleng. These recommendations aim to create a more conducive environment for teacher development, ultimately improving the quality of education in the district.

*Keywords:*Teaching Competency, Rural Education, Teacher Development, Longleng District

Chapter-1
Introduction

1.1 Introduction

This study explores the challenges faced by secondary school teachers in Longleng district in developing essential teaching competencies. It focuses on areas like pedagogy, classroom management, and assessment, highlighting gaps in training, infrastructure, and support. The aim is to identify practical solutions to enhance teacher effectiveness in this rural context.

1.2 Background of the Study

Teacher competency greatly influences education quality, especially at the secondary level. In regions like Longleng district, Nagaland, teachers struggle to develop key skills due to limited training, poor infrastructure, and lack of support. This study explores these challenges and aims to suggest suitable support systems and policy improvements.

1.3 Statement of the Problem

Many secondary school teachers in Longleng district face challenges in developing teaching competencies due to limited training, poor infrastructure, and weak institutional support. Existing policies often overlook the unique needs of remote areas, creating a gap between standards and actual practice. This study investigates these issues and suggests practical, locally relevant solutions.

1.4 Significance of the Study

This study is important as it reveals the real challenges teachers face in building teaching skills in Longleng district. The insights can guide policymakers and school leaders in creating better support systems and targeted development programs. It also offers useful reference for educators and researchers in similar rural settings.

1.5 Scope and Delimitation of the Study

The study is limited to secondary school teachers in Longleng district, focusing on pedagogy, classroom management, and assessment skills. It excludes primary teachers and schools outside the district, with limitations due to time, accessibility, and data availability.

1.6 Research Questions

- What are the key challenges faced by secondary school teachers in developing teaching competencies in Longleng district?
- What support systems currently exist, and how effective are they?
- What policy recommendations can be made to improve competency development?

1.6 Objectives:
- To explore the challenges faced by secondary school teachers in developing teaching competencies.
- To identify support systems that can enhance teacher competency development.
- To recommend policy interventions for addressing teacher competency gaps.

Chapter-2

Review of Literature

A **Review of Literature** is a summary and analysis of existing research on a topic, highlighting key findings, trends, and gaps in knowledge.

(Darling-Hammond, L. 2006) – Powerful Teacher Education, This book explores successful teacher education programs and emphasizes how well-structured training enhances teaching competencies. It highlights the importance of practical support, mentoring, and reflective practice—crucial elements that are often missing in rural settings like Longleng.

(UNESCO 2014) – Teaching and Learning: Achieving Quality for All, This global report outlines how teacher quality directly affects learning outcomes, especially in disadvantaged areas. It emphasizes the need for equitable access to teacher development resources, making it highly relevant for understanding competency gaps in rural districts.

(Shulman, L. S. 1987) – Knowledge and Teaching, Shulman introduced the concept of "pedagogical content knowledge," stressing that effective teaching requires not only knowing content but also how to teach it. This foundational theory helps explain the core of teaching competencies being studied.

(Kumar, R. 2013) – Challenges Faced by Teachers in Developing Teaching Competencies, This article presents empirical evidence from rural Indian schools, identifying obstacles such as lack of training, poor infrastructure, and limited peer support. It closely mirrors the expected challenges faced by teachers in Longleng district.

Chapter-3

Research Methodology

Research Methodology is the systematic plan for conducting research, including the methods used for data collection, analysis, and interpretation to answer research questions.

3.1 Research Design

The study follows a **Descriptive and Analytical** research design. It aims to describe the existing challenges faced by secondary school teachers in developing teaching competencies and analytically examines the underlying causes and patterns behind these challenges.

3.2 Data Collection

- **Primary Data**:
  Primary data was collected through:
  - **Surveys** using structured questionnaires
  - **Interviews** with selected teachers
  - **Focus group discussions** to gain deeper insights into shared experiences and perceptions
- **Secondary Data**:
  Secondary data was sourced from:
  - Educational reports from government and NGOs
  - Policy documents related to teacher training
  - Previous research studies and journal articles on teaching competencies and teacher development

3.3 Sampling Method

- **Sampling Size**:
  The study was conducted with a total of **100 respondents**, all secondary school teachers from Longleng District.
- **Sampling Technique**:
  A **purposive sampling** method was used to select teachers from both government and private secondary schools in the district. This ensured the inclusion of diverse experiences and perspectives relevant to the research objectives.

3.4 Data Analysis

- **Quantitative Analysis**:
  Data from the survey was analyzed using **descriptive statistics**, such as frequency counts and percentage analysis, to identify trends and patterns in responses.
- **Qualitative Analysis**:
  Responses from interviews and focus groups were examined using **thematic analysis**, allowing the identification of recurring themes and challenges related to teaching competency development.

Chapter-4
Data Analysis and Interpretation

Data Analysis and Interpretation involves examining and summarizing data to identify patterns, trends, and relationships, followed by explaining the meaning of the findings to draw conclusions or make recommendations.

4.1 Survey Questionnaire and Analysis:

Table: 1.1- What type of School do you teach in?

| Type of School	No of Respondents	Percentage
Government	60	60%
Private	30	30%
Others(Please specify)	10	10%
Total		100%

Figure: 1.1- What type of School do you teach in?
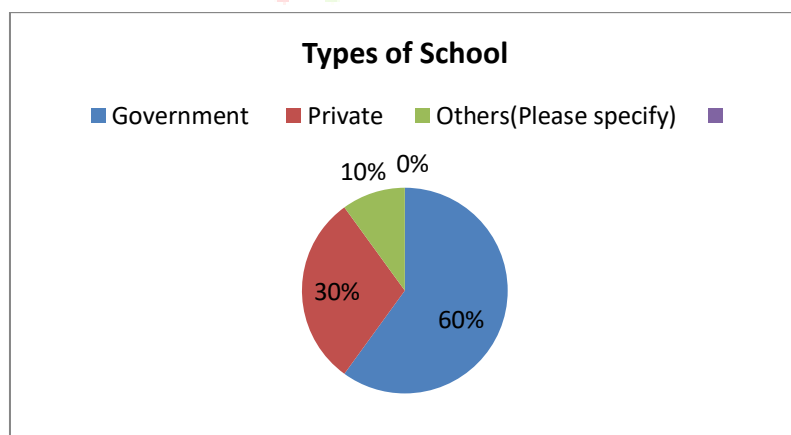
Interpretation: Majority of the respondents are 60% and lowest is 2%.

**Table: 1.2- How many years of teaching experience do you have?**

Teaching Experience	No of Respondent	Percentage
Less than 1 year	10	10%
1-5 years	35	35%
6-10 years	30	30%
More than 10 years	25	25%
Total		100%

Figure: 1.2- How many years of teaching experience do you have?
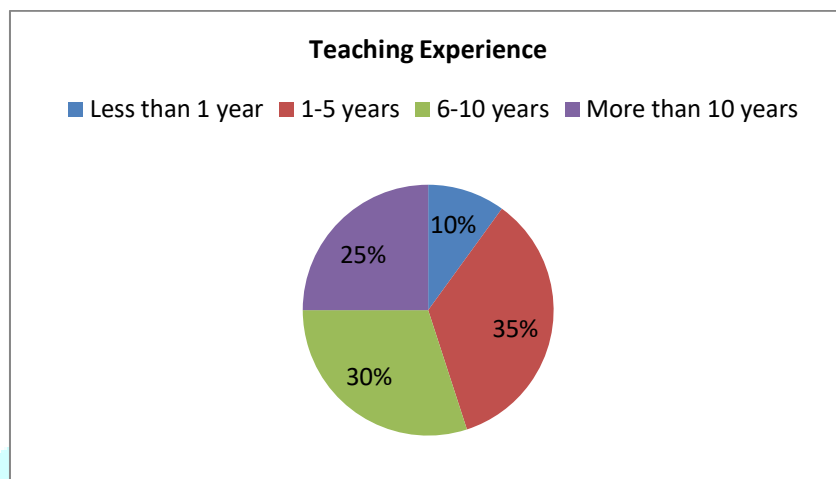
Interpretation: Majority of the respondents are from 1-5 years.

Table: 1.3-What is the biggest challenge you face in improving your teaching skills?
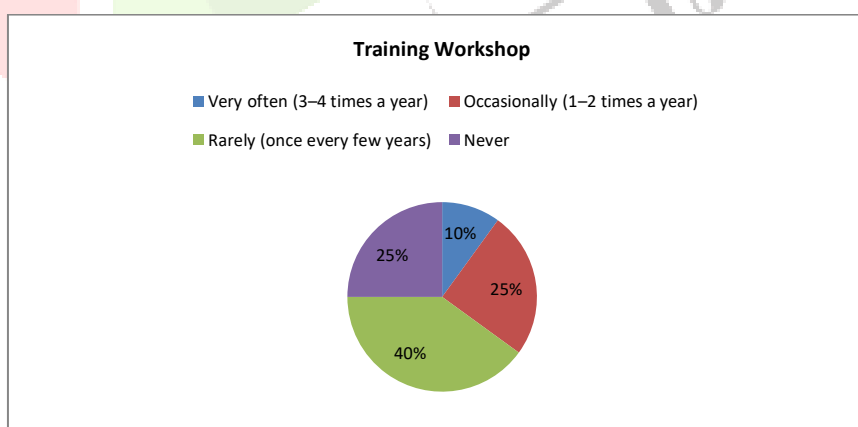
Teachings Skills	No of Respondent	Percentage
Lack of training opportunities	40	40%
Poor infrastructure and facilities	25	25%
Heavy workload and time constraints	20	20%
Limited access to updated teaching resources	15	15%
Total		100%

Figure: 1.3-What is the biggest challenge you face in improving your teaching skills?

Teachings Skills

■ Lack of training opportunities　　■ Poor infrastructure and facilities
■ Heavy workload and time constraints　　■ Limited access to updated teaching resources

15%
40%
20%
25%
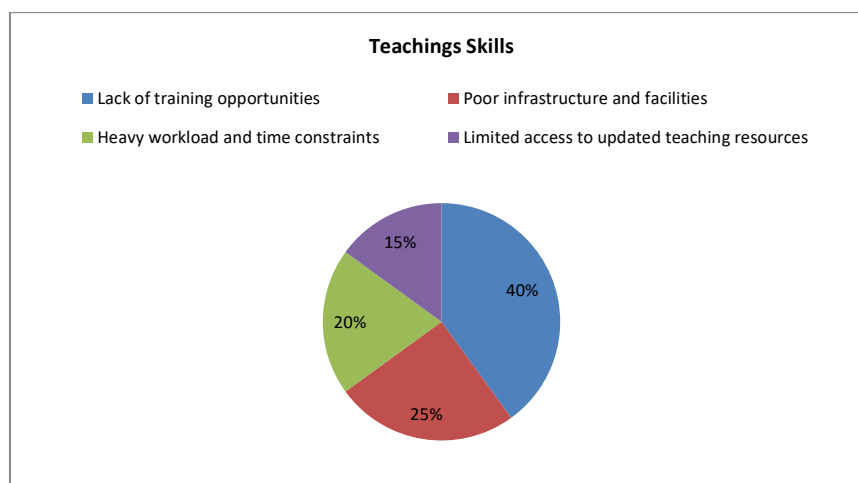
Interpretation: 40% of the respondents are lack of training opportunities.

Table: 1.4- How often do you get opportunities to attend professional development programs or training workshops?

| Training Workshop	No of Respondent	Percentage
Very often (3–4 times a year)	10	10%
Occasionally (1–2 times a year)	25	25%
Rarely (once every few years)	40	40%
Never	25	25%
Total		100%

Figure: 1.4- How often do you get opportunities to attend professional development programs or training workshops?

Training Workshop

■ Very often (3–4 times a year)　　■ Occasionally (1–2 times a year)
■ Rarely (once every few years)　　■ Never

10%
25%
25%
40%

Interpretation: Majority of the respondents are rarely (once every few years).

Table: 1.5- How confident are you in using modern teaching aids (e.g., digital tools, smart boards, online content)?

Opportunities	No of Respondent	Percentage
Very confident	15	15%
Somewhat confident	30	30%
Not very confident	35	35%
Not at all confident	20	20%
Total		100%

Figure: 1.5- How confident is you in using modern teaching aids (e.g., digital tools, smart boards, online content)?
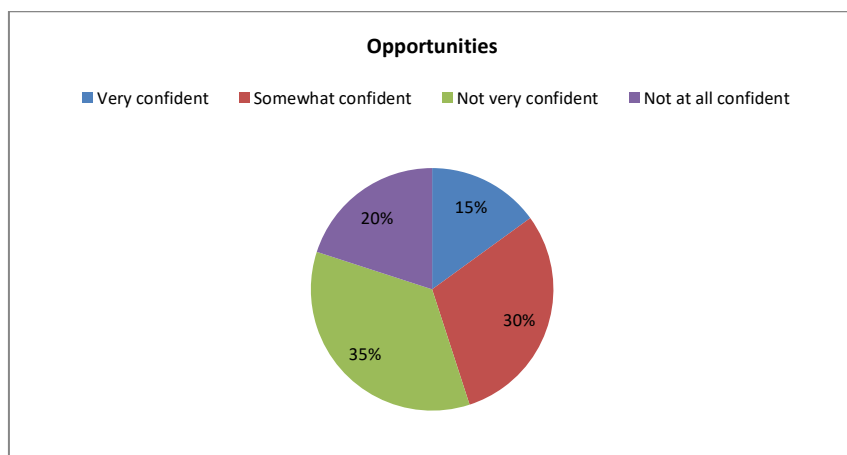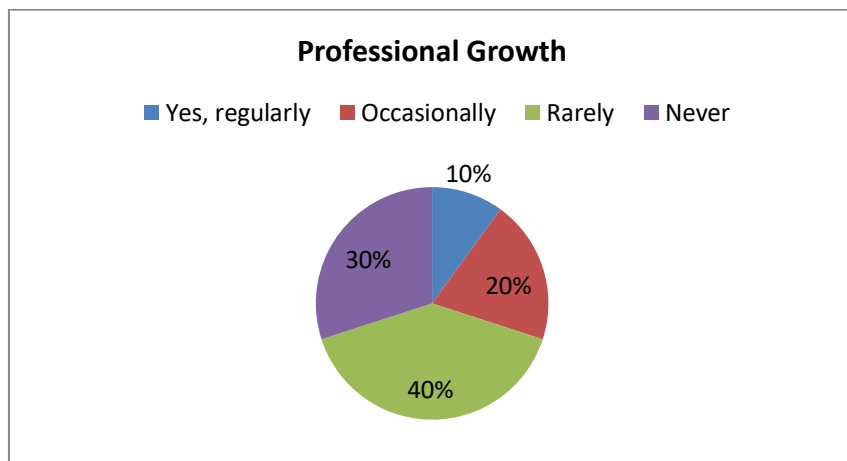

Interpretation: Majority of the respondents are not very confident.

Table: 1.6- Does your school provides regular mentoring or support for professional growth?

Professional Growth	No of Respondent	Percentage
Yes, regularly	10	10%
Occasionally	20	20%
Rarely	40	40%
Never	30	30%
Total		100%

Figure: 1.6- Does your school provides regular mentoring or support for professional growth?
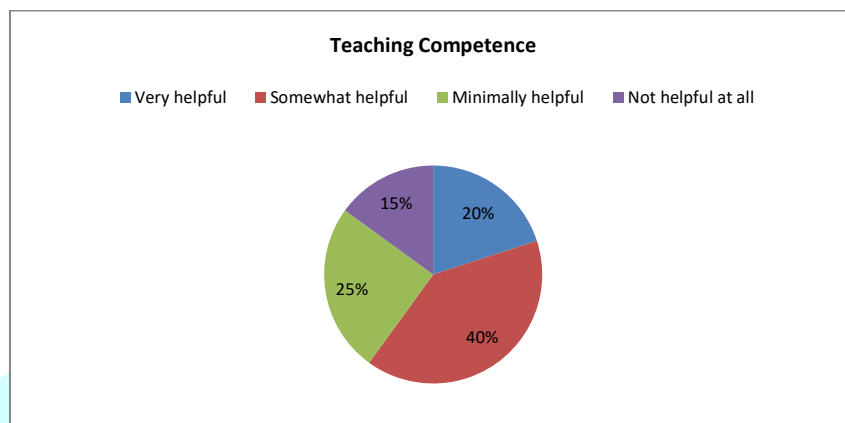

Interpretation: 40% of the respondents are rarely growth.

Table: 1.7- How helpful is peer collaboration (e.g., sharing resources, co-teaching) in enhancing your teaching competence?

Teaching Competence	No of Respondent	Percentage
Very helpful	20	20%
Somewhat helpful	40	40%
Minimally helpful	25	25%
Not helpful at all	15	15%
Total		100%

Figure: 1.7- How helpful is peer collaboration (e.g., sharing resources, co-teaching) in enhancing your teaching competence?
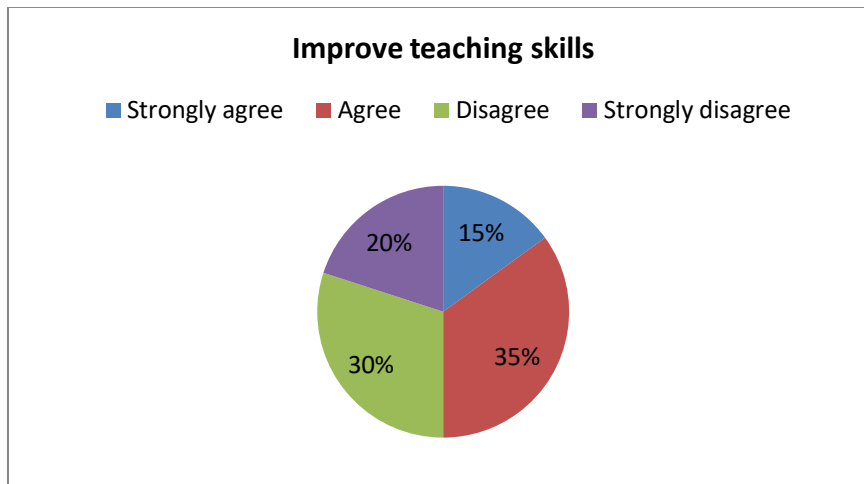

Interpretation: Majority of the respondents is somewhat helpful and the lowest respondents are not helpful at all.

Table: 1.8- Do you feel supported by the school administration in your efforts to improve teaching skills?

Improve teaching skills	No of Respondent	Percentage
Strongly agree	15	15%
Agree	35	35%
Disagree	30	30%
Strongly disagree	20	20%
Total		100%

Figure: 1.8- Do you feel supported by the school administration in your efforts to improve teaching skills?

Improve teaching skills

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree

15%

35%

30%

20%

Interpretation: Majority of the respondent are agree and 30% are disagree.

Table: 1.9- How effective are government-led teacher training programs in addressing your professional development needs?

Professional Development Needs	No of Respondent	Percentage
Very effective	10	10%
Moderately effective	25	25%
Ineffective	30	30%
Not available/applicable	35	35%
Total		100%

Figure: 1.9- How effective are government-led teacher training programs in addressing your professional development needs?

Professional Development Needs

■ Very effective ■ Moderately effective ■ Ineffective ■ Not available/applicable

10%

25%

30%

35%
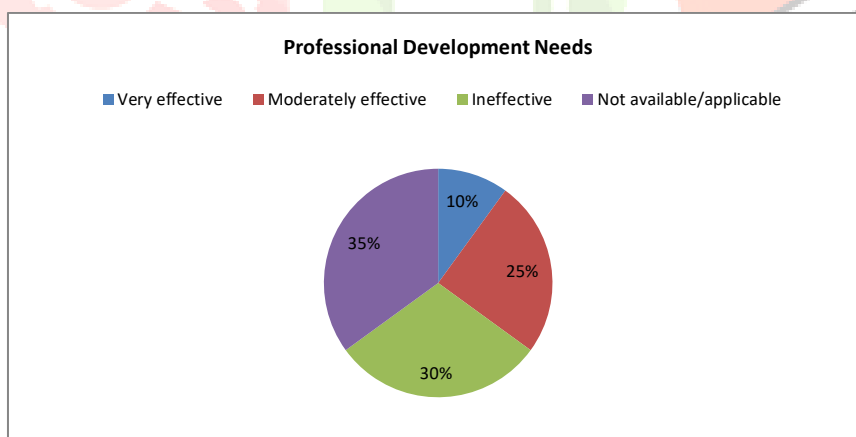
Interpretation: 35% of the respondents are not available /applicable.

Table: 1.10- What kind of support would you most like to receive to improve your teaching competencies?

Teaching Competencies	No of Respondent	Percentage
Regular, localized training workshops	35	35%
Better infrastructure and teaching tools	30	30%
Professional mentoring or coaching	20	20%
Reduced workload to allow time for skill development	15	15%
Total		100%

Figure: 1.10- What kind of support would you most like to receive to improve your teaching competencies?
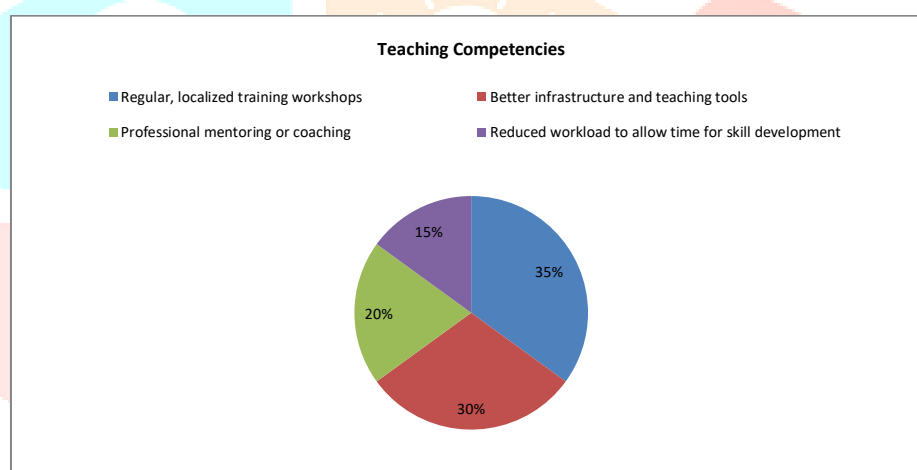
Interpretation: 30% of the respondents have better infrastructure and teaching tools.

Chapter-5
Findings, Conclusion and Suggestions

5.1 Findings:

➢ The majority of respondents (60%) teach in **government schools**, and most teachers (35%) have **1-5 years of teaching experience**.

➢ The **biggest challenge** faced by teachers in developing teaching competencies is the **lack of training opportunities** (40%), followed by **poor infrastructure** (25%) and **heavy workloads** (20%).

➢ **40%** of teachers **rarely attend professional development programs**, indicating limited access to training opportunities.

➢ **35%** of teachers lack confidence in using **modern teaching aids**, showing a need for further training and support in this area.

➢ **40%** of respondents report receiving **little or no support** from school administrations in terms of mentoring or guidance.

➢ **40%** of teachers find **peer collaborationsomewhat helpful**, but **25%** report it as **minimally helpful** or **not helpful at all**.

- ➤ The **effectiveness of government-led training programs** is questioned, with **35%** of teachers reporting these programs as either **ineffective** or **not available**.
- ➤ There is a strong desire for **localized training workshops** and **improved infrastructure** to enhance teaching skills.
- ➤ Teachers feel there is an overall **lack of support systems** from the administration, which hinders their competency development.
- ➤ There is a need for a **reduced workload** to allow teachers to focus on skill development and professional growth.

5.2 Conclusion

The study finds that teachers in Longleng District face challenges like limited training, poor infrastructure, and lack of support, which hinder their teaching competency development. Improved support and government action are urgently needed.

5.3 Suggestions

To improve teaching competencies, more targeted training on modern tools is needed. Schools should enhance infrastructure and promote mentoring and peer support. Government programs must be accessible and relevant, especially for rural teachers. Ensuring work-life balance is also essential for professional growth.

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