



Original Article

Problems of Teachers Under Higher Education with Special Reference to Dimapur District of Nagaland

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Abstract

Higher Education in Nagaland plays a very important role in all round development of the society. And teachers are the key agents in achieving educational goals. However, teachers working in higher education institutions in Nagaland face several challenges and problems which adversely affect their professional performance and Job satisfaction. Therefore, the study aims to explore the problems of teachers under Higher Education with special reference to Dimapur District of Nagaland. The study examines institutional resources and support, job satisfaction and work motivation, challenges faced by teachers of higher educational institutions. The different problems faced by teachers often lead to stress, reduced motivation, and decreased effectiveness in teaching and research activities. Therefore, the study also suggest reform measures which help in improving institutional support, fair policies, better physical and human resources, and continuous professional development programs to improve and enhance the quality of Higher Education in Nagaland.

Keywords: Problems, Teachers, Higher Education and Nagaland.

Introduction

Higher education plays a crucial role in the social, economic, and intellectual development of the nation, and the effectiveness of teachers largely depends on the availability of adequate institutional resources, administrative support, professional development opportunities, and a supportive working environment.

In recent years, higher education institutions have undergone significant changes due to increasing demands for quality education, technological advancement, and educational reforms especially by the introduction of NEP 2020 Framework. These changes have placed additional responsibilities on teachers, making their roles more complex and challenging. Therefore, understanding the factors that influence teachers' job satisfaction, motivation, and performance has become increasingly important.

Despite the importance of teachers in the education system, many educators face challenges such as heavy workload, insufficient teaching and learning resources, lack of recognition, limited professional development opportunities, and difficulties in maintaining a balance between professional and personal responsibilities. These issues can negatively affect teachers' morale, effectiveness, and overall job satisfaction. Hence, this study aims to examine the institutional resources and support available to teachers, assess their level of job satisfaction and motivation, identify the major challenges they face in higher education institutions, and suggest practical measures to improve teacher effectiveness and the quality of higher education in Nagaland.

Objectives Of the Study

- To study the institutional resources and support available for teachers in the college.
- To explore factors that influence job satisfaction and motivation among higher education teachers in Dimapur.
- To identify challenges faced by teachers in higher education.
- To provide measures for the improvement and effectiveness of teachers in higher education institutions.

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Review Of the Related Literature

Mishra, L., Bhunia, S., & Puii, L. (2025), "*The experience of higher education teachers in India towards professional development*". This study investigates the professional development experiences of higher education teachers in India. The research reveals that teachers face challenges in accessing continuous professional training due to limited institutional support and financial constraints. It also highlights the importance of ongoing skill development to improve teaching quality and adapt to changing educational demands. The findings suggest that professional development programs are essential for enhancing teachers' competencies and maintaining academic standards in higher education institutions.

Nakhro, S., & Zeliang, L. (2025), "*Challenges of teaching science at the higher secondary level in Nagaland*." This study investigates the challenges faced by science teachers in educational institutions in Nagaland. The research highlights problems such as lack of laboratory facilities, shortage of teaching materials, and limited professional training opportunities. Teachers reported difficulties in implementing modern teaching methods due to inadequate infrastructure and support. The study concludes that improving educational resources and providing continuous professional development are necessary for enhancing teaching quality in Nagaland.

Jeyarani, J., Vasanathan, R., & Tungoe, C. (2025), "*Lifelong learning and career development in Northeast India: A study of professionals in Nagaland*". This study explores the challenges and opportunities related to continuous learning and career development among professionals, including teachers, in Nagaland. The findings indicate that limited access to training programs and lack of institutional support hinder professional growth. Teachers reported difficulties in updating their knowledge and skills due to insufficient resources and opportunities. The study recommends strengthening professional development programs to improve teaching quality and career advancement.

Kikon, M. (2024), "*Higher education in Nagaland: Current status, role, and constraints*". This study examines the current status and challenges of higher education in Nagaland with particular emphasis on institutional development and socio-economic factors. The research highlights issues such as inadequate infrastructure, shortage of qualified faculty, and limited financial resources affecting the functioning of higher education institutions. The findings indicate that teachers often face constraints in performing their professional duties due to insufficient facilities and lack of institutional support. The study concludes that improving infrastructure and providing professional development opportunities are essential for enhancing the quality of higher education in Nagaland.

Nagamani, G., Pandya, M., Borah, C., Abraham, S., & Sharma, M. (2024), "*Challenges faced by higher educational institutions in implementing NEP 2020*". This research focuses on the challenges encountered by higher education

institutions during the implementation of the National Education Policy (NEP) 2020. The study highlights the need for curriculum redesign, faculty training, and infrastructure development to meet the policy requirements. Teachers reported increased workload and pressure to adopt new teaching methods and technologies. The findings emphasize the importance of institutional support and professional development programs for successful policy implementation in higher education.

Taba, P. (2023), "*Challenges and prospects of higher education in Northeast India: A comprehensive analysis*". This research explores the major challenges faced by higher education institutions in Northeast India, including those related to faculty development and resource availability. The study identifies issues such as inadequate research infrastructure, limited vocational courses, and insufficient training opportunities for teachers. It emphasizes the importance of strengthening institutional support systems and promoting faculty training programs to enhance teaching effectiveness. The study recommends policy reforms and investment in infrastructure to improve the quality of higher education in the region.

Mokhetsengoane, S. J., & Pallai, P. (2023), "*Effective teaching in the 21st century: Investigating barriers and solutions from one university in Assam, India*". This study examines the challenges faced by teachers in higher education institutions in the 21st century. The research identifies technological changes, increased workload, and lack of institutional support as major barriers to effective teaching. It also explores possible solutions such as professional training and improved resource allocation. The findings suggest that adapting to technological advancements is essential for improving teaching effectiveness in higher education.

Kaushal, T. (2017), "*Challenges of higher education in North Eastern states*". The study examines the major challenges faced by higher education institutions in the North-Eastern region of India. It identifies issues such as inadequate infrastructure, shortage of teaching resources, and limited access to modern technology. The research highlights the need for improved educational facilities and teacher training programs to enhance teaching effectiveness. The study concludes that addressing these challenges is essential for improving the overall quality of higher education in the region.

Research Methodology

The present study was a descriptive study and that was qualitative in nature. The study population included all college teachers in the Dimapur District. A sample of 150 teachers from different colleges in Dimapur was included in the study. The study sample was chosen using Simple Random Sampling Technique. Primary data were collected through the Self Developed Questionnaire and Secondary data were collected through books, journals, researches, websites etc.

Findings Of the Study

The findings of this study are systematically presented according to the objectives of the study. These are discussed below:

A. Institutional Resources and Support

1. Adequate teaching and learning resources

Sl.no.	Rating	Percentage (%)
A	Only 30%	35%
B	Only 50%	35%
C	Only 70%	30%
D	Above 80%	0%

The study found out that 35% of the respondents reported that their college provide adequate teaching and learning resource whereas 35% of the respondents felt that the resources are not sufficiently provided. Additionally,

30% of the respondent expressed a moderate view, indicating that resources are available but may not fully meet their needs.

2. Administrative support in your teaching work

Sl.no.	Rating	Percentage (%)
A	Yes	45%
B	Sometime	40%
C	No	15%

The data shows that 45% of the respondents rated that they receive sufficient administrative support in their teaching work, 40% responded that they receive

administrative support only sometimes and 15% of the respondents rated that they do not receive administrative support in their teaching work.

3. Like library, internet and equipment adequate for teaching

Sl.no.	Rating	Percentage (%)
A	Yes	45%
B	No	10%
C	At certain level	45%

The data indicates that 45% of respondents reported that facilities such as the library, internet, and equipment are adequate for teaching. Meanwhile 45% of respondents stated that these facilities are adequate only at a certain level and 10% of respondents reported that the facilities are not adequate and face challenges in accessing necessary teaching resources.

8. Working environment in your institute

It has been known that 45% of the college teachers agreed that the working environment in their institute motivate to teach effectively, on the other hand 55% of the respondents disagreed.

4. Professional development opportunities for teachers

50% of the respondents responded that the institute provide professional development opportunities for teachers whereas 50% of the teachers do not agree with the statement.

9. Recognition or appreciation from the management and administration

On the query, 50% of the respondents responded that they received recognition and appreciation from the management and administration for their hard work, whereas 50% of the respondents reported that they do not received recognition and appreciation from the management and administration for their work hard.

5. Satisfied with the institutional support provided by your college

The study shows that 55% of the respondents are of the opinion that they are satisfied with the institutional support provided by the institution while 45% of the respondents are not satisfied.

10. Support from the administration

The study found out that 100% of the college teachers are of the opinion that the supports of the administration increase their motivation.

B. Job Satisfaction And Work Motivation

6. Satisfied with your current job as a teacher

It was found that 60% of the college teachers are satisfied with their current job whereas 40% of the respondents disagreed with the statement.

C. Challenges Faced By Teachers In Higher Education

11. Workload in teaching profession

90% of the respondents agreed that they experience heavy workload in their teaching profession while on the other hand, 10% of the respondents disagreed with the statement.

7. Salary motivate you to perform better in your job

The study found out that only 50% of the teachers are motivated to perform better in their job because of their salary packages and 50% of the teachers do not agree with the statement.

12. Difficulties in managing teaching and administrative tasks

The study revealed that 80% of college teacher face difficulties in managing teaching and administrative tasks, whereas 20% of the respondent disagreed with the statement.

13. Challenges due to lack of teaching resources

It was found that 70% of the respondents that face challenges due to lack of teaching resources while 30% do not agree with the statement.

14. Difficult to maintain work-life balance

55% of the respondents are of the opinion that they find it difficult to maintain work-life balance and 45% reported that they do not find difficulty to maintain work-life balance.

15. Major challenges faced as a teacher in Higher Education Institution

Some of the major challenges faced by teachers in higher education according to the study are given below-

1. Teachers are often undervalued by institutions.
2. Over burdened with multiple roles.
3. Low salaries as compared to qualification and workload.
4. Frequent changes and disruption within the colleges.
5. Lack of basic teaching-learning resources and infrastructure.
6. Adapting to new technologies and changing educational trends.
7. Absence of job security that weaken the motivation and professional growth of the teachers.

19. Motivation and appreciation

The data presented in the table indicate that 80% of the respondents reported that motivation and appreciation improves teachers' effectiveness in higher education. Meanwhile 15% of respondents stated only at a certain level and 5% of respondents reported that motivation and appreciation improves teachers' effectiveness in higher education.

20. Measures that can be taken to improve teachers' effectiveness

1. Appreciation and value to teachers by the authority and management in the institutions.
2. Job security and supportive institutional environment
3. Fair workload distribution etc.
4. Organising professional development programs like seminars, workshops etc.
5. Giving positive and constructive feedback.
6. Yearly Increment in salary and provide adequate teaching and learning resources.
7. Management and administration Support for research, article publication.
8. Reduced administrative workload and give more time for class activity.
9. Basic UGC Pay scale should be provided with regard to private institution of higher education.
10. Provide proper and required faculty in each department according to the demands and needs of the students.
11. Provision for faculty to pursue PHD on leave with full or half salary.
12. Fair evaluation and feedback system from students and peers to improve teaching.

8. Management unable to understand the needs of higher education especially with the introduction of NEP 2020.

9. Not receiving adequate resources on time like faculty, ICT etc.

10. Lack of professional development opportunities.

11. Lack of professional ethics and

12. No positive reinforcement and appreciation from the college authority

D. Measures For Improvement and Teacher Effectiveness

16. Effectiveness of training programs

The study found out that 100% of the respondents said that training programs help them in improving the effectiveness in teaching.

17. Workshops and seminars

It has been found out that 100% of the teachers in higher education are of the opinion that programs like workshops and seminars help them in developing new teaching skills.

18. Institutional support

It has been reported 100% of the respondent agreed that institutional support can truly improve teachers' performance.

Sl.no.	Rating	Percentage (%)
A	Yes	80%
B	No	5%
C	At some level	15%

13. Encourage professionalism and proper work ethics in and outside of the institution.

Conclusion

In conclusion, we can say that institutional resources and support play a vital role in determining the effectiveness, motivation, and job satisfaction of teachers in higher educational institutions in Nagaland. Although a number of teachers reported moderate availability of teaching and learning resources, the findings clearly indicate that many institutions still face challenges in providing adequate facilities, timely administrative support, and sufficient professional development opportunities. The level of job satisfaction among teachers was found to be generally positive. However, factors such as inadequate salary, lack of recognition and appreciation, and an unfavourable working environment continue to influence teachers' motivation and performance.

Furthermore, the study reveals that teachers in higher education institutions encounter several significant challenges, including heavy workload, difficulties in balancing teaching and administrative responsibilities and problems in maintaining work-life balance. These challenges directly affect their professional efficiency and overall well-being of the institutions. Therefore, it is essential for institutions and management authorities to provide adequate resources, fair workload distribution, job security, regular professional development opportunities, and proper recognition of teachers' efforts. Strengthening institutional support systems will not only improve teacher satisfaction and performance but also contribute to the overall quality



and development of higher education institutions in Nagaland.

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Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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