

Issues And Challenges Impeding The Quality And Efficiency Of Nagaland's Secondary Schools'

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Abstract

The study highlights the significant issues and challenges that obstruct the efficient teaching-learning process at the secondary level in Nagaland. The reviews for this paper encompass the examination of 12 daily news reports and 16 theses published in Shodhganga (an Indian thesis repository) during the period from 2014-2024. The selected theses and articles were subjected to qualitative analysis employing Content analysis and SWOT analysis methodology. The findings of the study indicate several critical issues, which include insufficient infrastructural facilities, lack of subject-specific teachers, irregularities among teachers often attributable to remote assignments in inaccessible regions, the absence of guidance and counselling services, addiction and substance abuse among secondary students, alongside mismanagement of resources. Despite ongoing policies and programs aimed at improving secondary education, both internal and external barriers continue to hinder the progress. The paper emphasizes the necessity for a collaborative and systematic strategy that involves stakeholders and policymakers to tackle these issues and ensure the provision of high-quality education within Nagaland's Secondary schools.

Keywords: Issues, Challenges, Nagaland, and Secondary Schools.

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I. Introduction

Before independence, the structure and content of Secondary education in India was prescribed by foreign educationists. The primary levels were structured up to the fifth grade, although they typically concluded at the fourth grade. Middle classes were run from fifth to seventh. High school and intermediate classes were run from eight to twelfth. Post-independence, the seven-year secondary education is generally current from sixth to eighth as junior high school, from ninth to tenth as high school and eleventh to twelfth have been regarded as higher secondary school (Sharma, 2010, p.183)

The National Education Policy (NEP) 2020, being the first education policy of the 21st century envisages for the revamping of the previous academic 10+2 structure in school education to be modified with a new pedagogical and curricular structure of 5+3+3+4 i.e., 5 years of foundational, 3 years of preparatory, 3 years of middle and 4 years of secondary which will include classes from 9 to 12.

Secondary education functions as a link between elementary and higher education, playing a pivotal role in the educational system. A child's future depends a lot on the quality of education received during the secondary and higher secondary level. This stage of education not only prepares students for higher levels of education but also equips them with essential competencies that transcend various fields of knowledge and skills (Kaur, 2014).

II. Methodology

In the present study, the researcher has conducted a comprehensive review of open-access theses and daily news reports pertaining to Secondary Education in Nagaland, published within the timeframe of 2014 to 2024. A total of 16 theses and 12 daily news reports relevant to the aforementioned subject matter were meticulously reviewed and assessed before the selection for analysis of the study. These studies address the various Issues and Challenges associated with the facilitation of effective and efficient teaching-learning experiences at the Secondary School Level in Nagaland. The selected data was analyzed using content and SWOT analysis.

III. Data Analysis

Content analysis simply defines the process of summarizing and reporting written data. Content analysis aims at classifying the content of texts by allocating statements, sentences or words to a system of categories (Flick, 2023, p.164). To facilitate a clearer understanding of the result, the data has been systematically organised

into words and thematic categories. The investigator utilized a deductive coding methodology for this study. In the context of deductive coding, a predefined set of codes is developed through a comprehensive examination of the data set. Table 1 represents the themes that the researcher identified from the conducted studies, which are directly pertinent to the issues and challenges faced by secondary schools in Nagaland. The themes illustrated in Table 1 were subsequently coded and classified into 50 distinct issues and challenges by the researcher, who also quantified their occurrences and presented the findings in Table 2. Furthermore, to elucidate its strengths, weaknesses, opportunities, and threats, a SWOT analysis technique was employed, drawing upon the insights derived from the content analysis. The SWOT matrix is illustrated in Table 3.

Table 1: Themes related to Issues and Challenges of Secondary Schools in Nagaland

Reviewed Papers	Issues and Challenges of Secondary Schools in Nagaland	Retrieved Sources
Zavise. (2014). A study of vocational guidance programmes for secondary students of Nagaland	Absence of financial support, inadequate training of personnel, ignorance among teachers, and more focus on academic performance.	Shodhganga-inflibnet. http://hdl.handle.net/10603/388691
Ratna, S. (2017). Teaching Learning mathematics with special reference to methodology practiced in secondary schools of Nagaland	Mismatch between the instructional approaches used by teachers and students preferred learning style, lack of skill or training to effectively implement varied teaching strategies, time-bound curriculum.	Shodhganga-inflibnet. http://hdl.handle.net/10603/302797
Kithan, R.W. (2018). A study of indisciplinary behaviour among the secondary school students of Nagaland with special reference to Kohima and Dimapur districts	Addiction and distraction by the use of substances and mobile phones, inadequate infrastructure facilities, family issues, lack of guidance and counselling, ineffective school discipline policies.	Shodhganga-inflibnet. http://hdl.handle.net/10603/383164
Kesiezie, K.L. (2020). A comparative study of the performance of government and private secondary school students in High School Leaving Certificate Examination (HSLCE)	No adequate number of teachers, lack of infrastructure, dropout of students, lack of field trips/exposure, lack of experienced subject teachers, frequent change of subject teachers, lack of parental support, lack of commitment from students, inadequate support for underachieving students, frequent leave availed by teachers, lack of guidance and counselling.	Shodhganga-inflibnet. http://hdl.handle.net/10603/380546
Belho, K. (2020). Teaching and learning of English as second language in Secondary Schools of Nagaland	Inadequate English proficiency among students due to their insufficient knowledge on grammatical rules of English, dependence on teachers for learning, large class size and workload causes many errors go unaddressed, limited teaching aids, lack of sufficient and practical opportunities.	Shodhganga-inflibnet. http://hdl.handle.net/10603/380545
Liegise, T. (2021). A study on professional commitment of secondary school teachers of Nagaland in relation to their job satisfaction	Lack of dedication and satisfaction among male teachers, teachers with experience lesser than 5 years had lower levels of professional commitment and job satisfaction, teachers in government secondary schools are less committed to their profession, teachers needs are not met.	Shodhganga-inflibnet http://hdl.handle.net/10603/426834
Meru, T. (2021). Correlation of study habits and attitudes with reference to academic achievement among class IX students of Nagaland	Poor study habits and attitude towards academic achievement, unfavourable attitude towards teachers, financial problems in the family, studying notes without understanding, inability to concentrate for longer duration, lack of dedicated teachers, lack of proper educational facilities, parents passive attitude towards their children's education, dependence on teachers for learning, cramming and procrastination.	Shodhganga-inflibnet http://hdl.handle.net/10603/426835
Mezhü, R. (2021). A study of secondary students of Nagaland in relation to their educational and vocational interest	Lack of educational and vocational interest among female secondary students, lack of educational and vocational interest among secondary students in urban areas, lack of educational and vocational interest among students studying in private schools, lack of guidance, need for early intervention, influence of external factors such as peer pressure, societal norms and family expectations.	Shodhganga-inflibnet http://hdl.handle.net/10603/426831
Gangte, H. (2021). A study of the status and problems of teaching learning of social sciences at secondary school level in Nagaland	Lack of trained teachers, lack of knowledge on Information Communication technology (ICT) for teaching, lack of infrastructure facilities, teachers overburdened by workload, lack of students attention, overloaded contents, unable to complete syllabus due to numerous extracurricular activities, lack of knowledge and experience on teaching aids/teaching learning material (TLM), inadequate support for underachieving students, lack of knowledge on	Shodhganga-inflibnet http://hdl.handle.net/10603/426826

	different techniques for teaching, lack of training opportunities for students, lack of academic freedom among teachers, overcrowded classrooms, lack of activities based on teaching learning, exam oriented teaching.	
Yhokha, V. (2021). Social implication of private education in Nagaland A study of selected schools	Illiteracy limiting parents' involvement in the education of their children in the form of constant encouragement and discussion of future plans, low performance from the state run government schools.	Shodhganga-inflibnet http://hdl.handle.net/10603/463519
Wetsah, N. (2022). A study on environment awareness among the secondary school students of Phek district	Lack of awareness on the causes and negative effects of pollution among students, lack of practical aspects, underqualified teachers, lack of seminars and workshops.	Shodhganga-inflibnet http://hdl.handle.net/10603/511565
Imchen, N. (2022). A study on the disruptive classroom behaviour among secondary students of Kohima district	Students frequently forget to bring necessary materials to class, attitude problem of students, reserved and irresponsible, lack of interest, lack of self-confidence, use of alcohol, drugs and tobacco, lack of guidance, teachers being partial, frequent change of subject teachers, poor classroom condition, poor students-teacher relationship, drop out of students, teachers just read the textbook without explaining.	Shodhganga-inflibnet http://hdl.handle.net/10603/511560
Belho, K. (2022). A study on girl child education at secondary school level in Kohima district of Nagaland	Location of the school, untrained teachers, lack of transportation facilities, lack of guidance and counselling, lack of family support, peer influence, lack of infrastructure facilities, poor teaching of teachers, problem with teachers irregularities and unpunctuality, students overloaded with assignment and projects, lack on use of teaching learning material (TLM), lack of remedial classes.	Shodhganga-inflibnet http://hdl.handle.net/10603/484200
Kapfo, M. (2022). Status and problems of physical education programmes in secondary schools in Nagaland	Poor infrastructure facilities, lack of medical facilities for students and teachers, lack of quality and quantity content of the present syllabus, no well qualified teachers.	Shodhganga-inflibnet http://hdl.handle.net/10603/510407
Unfair practices still rampant in government schools, says Dimapur students. (2022). Eastern Mirror	Proxy teaching, misuse of government funds, irregularities of teachers, imbalance in students-teacher ratio, lack of infrastructure facilities.	https://easternmirrornagaland.com/unfair-practices-still-rampant-in-government-schools-say-dimapur-students/
ZRSU demands a stop to 'attachment' of teachers. (2022). Nagaland Post	Proxy teaching, irregularities of teachers, random transfer of teachers in the middle of academic session, lack of proper infrastructure, lack of subject teachers.	https://nagalandpost.com/index.php/2022/04/25/zrsu-demands-a-stop-to-attachment-of-teachers/
KSU flags shortage of staff in government schools in Mon district. (2022). Nagaland post	Shortage of science and English, mathematics, and social science teachers, random transfer of teachers.	https://rb.gy/xe662t
Pappachan, N. (2023). An elucidative study on the quality of work life of secondary school teachers with respect to Dimapur district Nagaland	Job insecurity, poor fringe benefits, work-to-family conflict, lack of motivation at work, low salary especially among private school teachers, lack of opportunity for rewards or promotion, lack of infrastructure facilities, problem with teachers punctuality and irregularities.	Shodhganga-inflibnet http://hdl.handle.net/10603/547066
Educational system in state needs reform: Yhome. (2023). Nagaland Post	Challenge to use English as a medium of teaching in rural areas, lack of internet and electricity in some areas, class IX students being promoted without much screening in government schools, frequent transfer of, proxy teachers.	https://nagalandpost.com/index.php/2023/08/20/educational-system-in-state-needs-reform-yhome/
Nagaland: ESSU highlights lack of teachers & poor infrastructure at schools. (2023). The Morung Express	Shortage of subject teachers, lack of basic classroom facilities.	https://morungexpress.com/nagaland-essu-highlights-lack-of-teachers-poor-infrastructure-at-schools
Challenges faced by government schools in Meluri discussed. (2023). Nagaland Post	Low enrolment in government schools, shortage of teachers.	https://nagalandpost.com/index.php/2023/06/06/challenges-faced-by-govt-schools-in-meluri-discussed/
School Education department in a total mess: Yhome. (2023). Nagaland Post	Shortage of teachers, transfer of teachers, lack of professional growth within teachers, political influence to get transfers in their favoured places, seniority over merit.	https://nagalandpost.com/index.php/2023/09/05/school-education-department-in-a-total-mess-yhome/
Down grading of school not in the hands of department: Kekhielhoulie Yhome. (2023). Nagaland Post	Parents not sending their daughters to school, political influence in posting and transfer of teachers.	https://nagalandpost.com/index.php/2023/06/09/down-grading-of-school-not-in-the-hands-of-deptt-yhome/

Sungjemmenla. (2024). Parental influence on the academic achievements of secondary school in children in Mokochung and Mon districts of Nagaland.	Lack of parental involvement in children's academic growth, dismay between parent's expectations and children's perceived capabilities.	Shodhganga-inflibnet http://hdl.handle.net/10603/555663
Private schools in Nagaland not without issues. (2024). The Morung Express	Irregularities in Management, low enrolment in some schools, inflated enrolment, excessive homework and test preparation even on holidays.	https://morungexpress.com/private-schools-in-nagaland-not-without-issues
Government schools in Nagaland catching up on academic performance despite challenges. (2024). Eastern Mirror	Shortage of subject teachers, proxy teaching, inadequate infrastructure, lax administration.	https://easternmirrornagaland.com/government-schools-in-nagaland-catching-up-on-academic-performance-despite-challenges/
60% government schools on verge of closure: Yhome. (2024). Nagaland Post	Excess teachers in some areas, shortage of teachers, location of the school, irregularity and proxy teacher.	https://nagalandpost.com/index.php/2024/02/07/60-government-schools-on-verge-of-closure-yhome/
ENSF flags critical issues faced by teachers and students in Eastern Nagaland. (2024). Nagaland Tribune	Inadequate teaching staff, delayed salary payments, poor infrastructure, untimely release of students' uniforms and textbooks, to optimize teacher teaching programme.	https://nagalandtribune.in/ensf-flags-critical-issues-faced-by-teachers-and-students-in-eastern-nagaland/

Table 1 provides a comprehensive overview of 16 thesis and 12 daily news reports and studies pertinent to research undertaken regarding the issues and challenges faced by secondary schools in Nagaland. The table illustrates the diverse outcomes derived from the study conducted by different researchers, which are subsequently classified into various themes or concepts to elucidate the significant issues and challenges obstructing the effective functioning of secondary schools in Nagaland.

Table 2. Frequencies of Issues and Challenges derived from Table 1

Sl.No	Issues and Challenges	Frequency
1.	Problem with Teachers' efficiency and competency	25
2.	Students lack of interest and commitment	22
3.	Inadequate Infrastructure facilities	15
4.	Lack of parental involvement in children's academic growth	10
5.	Irregularities in management	10
6.	Teachers arbitrary posting and transfers	8
7.	Insufficient practical opportunities and remedial support for students	8
8.	Lack of guidance and Counselling	5
9.	Overloaded contents with time-bound curriculum	5
10	Limited availability and use of TLM (Teaching Learning Material)	3
Total		111

Table 2 presents the summary of 10 key Issues and challenges totalling to a frequency of 111 from 16 theses, 12 daily news reports and studies that address the key factors hampering the efficient functioning of teaching-learning environment at the secondary level.

IV. Findings Of The Study

The findings from the above reviews elucidate many critical issues and challenges that directly or indirectly impact the efficient and effective teaching-learning process at the secondary education level in Nagaland. Empirical studies have indicated a significant deficiency in adequate and functional infrastructural facilities at the secondary education level, which ultimately shapes the school environment and subsequently hampers its optimal functioning, contributing to a lack of interest, feelings of boredom, and adversely affecting student enrolment rates. Furthermore, there exist notable concerns regarding the absence of subject-specific educators, particularly within government schools; in certain instances, it has been observed that educators specializing in mathematics, science, English, and Hindi were found to be absent in most of the secondary schools in Nagaland. Issues about teacher irregularities have also been highlighted in numerous studies, which have attributed these irregularities to the remote posting of educators in villages where accessibility and transportation pose considerable challenges, resulting in proxy teaching, deteriorating student-teacher relationships, and low academic performance among students. Research has underscored the pressing necessity for the integration of guidance and counselling services within the school education framework, particularly given the absence of such services; secondary school students are confronted with an array of issues and challenges, including addiction, substance abuse, ineffective study habits, lack of engagement in academic pursuits, lack of self-confidence, and subpar academic performance. It has also been observed that certain studies have emphasized the significant

impact of parental influence on children's academic development, which was found to be marked low, particularly among rural parents with parental illiteracy identified as a principal contributing factor. Additionally, numerous other issues and challenges have been identified, including a shortage of qualified teachers, random transfer of teachers, insufficient support for underperforming students, irregular management practices, low student enrolment, political interference in teacher posting and transfers, inflated enrolment, misuse of government funds, an excess of educators in certain regions, and ineffective school discipline policies. Collectively, these factors pose a substantial threat to the quality of education delivered at the secondary level in Nagaland. The myriad issues and challenges encountered by educators, students, and the school underscore the imperative for the rectification and comprehensive reform of secondary schools in Nagaland, thereby facilitating the provision of education that is both efficient and of high quality.

Swot Analysis

SWOT Analysis constitutes a systematic approach that integrates four distinct areas within two fundamental dimensions. It comprises of four essential components: Strengths, Weaknesses, Opportunities, and Threats. Strengths and Weaknesses represent internal factors and characteristics inherent to the organization, whereas Opportunities and Threats denote external factors and attributes relating to the environment. SWOT serves as a structured methodology for the planning and evaluation of any process, individual, project, industry, or business based on these four parameters. (C.R. Sharat, k & K.B, Praveena, 2023). In this context, an organization exist in two environments, one intrinsic to itself and the other external. It is imperative to assess these environments for strategic management practices. This systematic evaluation of the organization alongside its contextual environment is referred to as SWOT Analysis (Gurel, E, & Tat, M, 2017). Based on the analysis and findings drawn earlier, it is feasible to categorise the Strengths, Weaknesses, Opportunities and Threats concerning to the Issues and Challenges faced by secondary educational institutions in Nagaland.

Table 3. SWOT matrix

	POSITIVE	NEGATIVE
	STRENGTHS	WEAKNESS
INTERNAL	Awareness of classroom dynamics Addressing infrastructure challenges Recognition of parental involvement Teachers development Diverse learning opportunities	Disruptive classroom behaviour Inadequate teachers support Lack of vocational interest Lack of Guidance and Counselling Lack of practical opportunities Ineffective teaching methodologies
EXTERNAL	OPPORTUNITIES Enhance teacher training Utilization of Technology Development of Guidance and Counselling services Focus on extracurricular activities Community engagement and support Addressing substance use	THREATS Inadequate infrastructure Substance abuse and distraction Poor study habits and attitudes Illiteracy among parents Teachers inefficiency High expectations from parents Ineffective school discipline policies

Strengths:

1. Awareness of classroom dynamics: Studies have revealed that a number of factors, including the need for improved classroom conditions and a stronger student-teacher relationship influence students involvement and behaviour in the classroom. These awareness raising discoveries can result in focused efforts that improve learning settings.
2. Addressing infrastructure challenges: Inadequate infrastructure is observed in the form of lack of libraries, computers, ICT resources, classroom conditions and special education ramps and rails etc. Acknowledging these problems is the first step towards making improvements. Enhancing secondary schools basic infrastructure can have a big impact on students learning outcomes and experiences.
3. Recognition of parental involvement: Studies have emphasised the importance of parental involvement in education, which uplifts students' interest and improves academic performances. By identifying the obstacles to family engagement, such as parents' illiteracy, and dissatisfaction with expectations vs children's ability, schools can create stronger communication and support system for parents and students.
4. Teachers development: Such issues and challenges with regard to lack of professional commitment and dedication among teachers, lack of trained and qualified teachers drives the need for professionalism and competency among teachers indicating a possible potential improvement in the quality of teaching-learning. Students can benefit from better educational outcomes if these problems or factors that influence teachers' commitment and level of satisfaction are identified and addressed.
5. Diverse learning opportunities: Because there are two management organisations for Secondary education- Private and Government, students have more options when it comes to location, environment, amenities, course

costs, and other aspects of their education. This diversity can accommodate various learning preferences and styles, which can help improve students' engagement and performance.

Weaknesses:

1. Disruptive classroom behaviour: a significant issue and challenge hampering the teaching learning environment at the secondary school level is the prevalence of disruptive behaviour among secondary students, which includes students forgetting to bring necessary materials to class, being reserved and irresponsive, lack of interest, and poor student-teacher relationships.
2. Inadequate teachers support: It is apparent that there are significant issues and challenges related to inadequate teachers support, among these are: shortage of trained and dedicated teachers, lack of commitment and satisfaction among male teachers, and lower levels of commitment to teaching among teachers from government secondary schools. This shortage affects the quality of education and student support, which ultimately results in lower academic performance.
3. Lack of vocational interest: Studies have revealed that there is a lack of interest in vocational education among students and teachers because academic performance is prioritised more than vocational education. Additionally, female secondary students, students attending private secondary schools, and students living in urban areas show a lack of interest in vocational education. These problems and obstacles are impeding students' ability to learn and their interest in a particular career, which has a big influence on their readiness for the workforce and the schools' ability to establish the connection between work and study.
4. Lack of guidance and counselling: the absence of adequate guidance and counselling services in school contributes to students struggle with personal and academic challenges because schools do not provide enough assistance and importance to guidance and counselling services. This lack of support can further cause problems with discipline and academic achievement worse.
5. Lack of practical opportunities: A greater focus has been placed on the theoretical knowledge and the traditional lecture approach, which is still used by many educators today. With the lack of exposure, field trips, and practical experiences in secondary schools students will be limited from refining and applying what they learn to the real world.
6. Ineffective teaching methodologies: Studies have revealed that there are issues with teachers' limited knowledge of various teaching methods, their inability to use and incorporate ICT to learning, teaching solely for exam oriented, and their limited access to teaching aids from the school, these problems hampers the teaching-learning environment making classroom instruction dull and inattentive.

Opportunities

1. Enhance teacher training: From the studies above it is quite clear that professional development programs intended to advance instructors technique and skill sets are desperately needed. Training that takes into account the learning patterns of the students can help teachers become more proficient educators who can better engage and comprehend their students.
2. Utilization of technology: Students can benefit from a variety of learning opportunities and resources when technology is integrated into the teaching-learning environment in the classroom. Teachers should have access to appropriate technology training and hands-on experiences to help resolve concerns linked to insufficient teaching aids and improve the overall learning process.
3. Development of Guidance and Counselling services: The implementation of guidance and counselling cells in all secondary schools of Nagaland can assist in addressing the academic and personal difficulties faced by students. Initiating these objective will help students become more disciplined and perform better academically as they will have the support needed.
4. Focus on extracurricular activities: In order to help students develop their social skills, teamwork, and leadership abilities, learning should be combined with a variety of extracurricular and vocational activities. With the integration of such activities into the curriculum it can serve as a positive outlet for students lowering disruptive behaviour among students.
5. Community engagement and support: Schools can receive additional resources and support by interaction and forming partnership with local communities and organisation. The collaborations can lead to initiatives such as planning seminars, workshops, and field trips that will help provide students with real world exposure to the application of their academic knowledge, hence improving their theoretical and practical learning experiences.
6. Addressing substance abuse: By addressing the problems and effects of drug use, raising awareness of the detrimental effects of drug use and abuse through programs, seminars, workshops and support services to those who are addicted can help bring out a healthy learning environment. This emphasis can lessen outside distractions and enhance students' general wellbeing.

Threats

1. Inadequate infrastructure: Studies have revealed that many schools have subpar infrastructural facilities, leading to uncomfortable and inefficient classroom learning. Lower academic performance can be caused by overcrowded classrooms and lack of basic infrastructure facilities, thereby disrupting the teaching and learning environment.
2. Substance abuse: Students use of alcohol, drugs and tobacco as revealed by some studies poses a significant threat to their academic performance and well-being. Addiction of such substances can lead to lack of focus on studies, distractions, lack of interest ultimately affecting their educational outcomes.
3. Poor study habits and attitudes: studies have shown that students' poor study habits and negative attitude towards teachers and their studies can have a major negative impact on their academic performance. This problem is heightened by elements including financial difficulties, dependence on teachers for learning, and passive attitude from parents.
4. Illiteracy among parents: Parental illiteracy can frequently restrict their involvement in their children's education, which has a direct effect of depriving their children of parental encouragement and support for their academic endeavours.
5. Teachers' inefficiency: Studies have shown that there has been instances where teachers in some secondary schools are quite inconsistent and untimely, while other studies have also found that subject teachers are inadequate. These findings raise serious concerns about the current educational environment and how it will affect the students studying in those schools in the future.
6. High expectations from parents: parents unwavering support and encouragement are crucial to their children's academic success, but there is also cause of concern when parents have high expectations for their children which cause pressure, anxiety, fear of failure and depression in the long run which results in lower academic performance.
7. Ineffective school discipline policies: Students may become undisciplined as a result of loose or inefficient discipline procedures as evident from some studies, which can create a disorderly classroom atmosphere that is detrimental to learning. This may lead to a rise in behavioural problems and a drop in academic achievement.

V. Conclusion

In conclusion, although numerous policies and programs are currently being executed to enhance the secondary education system in Nagaland, a considerable barrier persists that obstructs this advancement. The challenges faced encompass a deficiency of qualified educators, insufficient infrastructure, substance misuse among students, unfavourable study habits and attitudes, pedagogical inefficacies, elevated expectations from parents, and inadequate disciplinary measures within schools. Internal factors such as disruptive behaviour in classrooms, insufficient support for teachers, lack of vocational engagement, absence of guidance and counselling services, scarcity of practical opportunities, and ineffective pedagogical methodologies collectively pose significant impediments to the effective operation of secondary education. There exists an imperative for a collaborative effort among administrative bodies and stakeholders to address these challenges; although the complete eradication of these issues may be unattainable, a systematic and incremental implementation strategy for the enhancement of secondary education must be prioritized as the primary objective. Secondary education serves as a crucial transitional phase wherein students, after four years of academic engagement, enter the workforce, thereby confronting the realities and potentialities of their chosen fields. Given that this period can also be marked by considerable stress and pressure, it is essential to provide adequate guidance to students, facilitate their understanding of complex concepts, and prioritize the delivery of high-quality education. The resolution of these challenges is contingent upon the collaboration of stakeholders, policymakers, and administrative entities to identify the pertinent issues and enact innovative strategies and methodologies, thereby fostering an improved overall environment for secondary education in Nagaland.

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