

Teachers' Voices on the Challenges of Resources on Teaching and Learning in Selected High Schools in South Africa

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ABSTRACT Widening access to education has meant an increasing need for teaching equipment to schools to accommodate learners who utilise a wide range of teaching resources. This paper was aiming to identify the voices of teachers on resources challenges and to propose ways of curbing challenges of resources in the 21st century. To this end, the authors employed a qualitative approach and a case study. Data from teachers was gathered through interviews, with sampling consists of six educators being purposively and conveniently selected. The study found that a lack of teaching resources develops frustration in teachers. Another finding was that there are no strict accountability measures pertaining to damages of teaching resources. The study recommends that educators be equipped with enough skills and competencies to implement technology usage in schools. The state should play a vital role in creating a balance in terms of providing teaching resources to all schools.