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RESEARCH PAPER

Identifying the Teachers Professional Challenges about utilizing Technology, Conferences, Seminars and Workshops at Secondary Level

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ABSTRACT

The research aims were to find the individual professional needs, to determine the teachers' professional role, to identify the teachers' professional challenges, to analyze the teachers' involvement in job at secondary level and to design professional development framework for secondary school teachers. This study is survey and descriptive in nature, in which both the quantitative and qualitative methods were used. The explanatory sequential technique was used and the population comprised; head teachers, secondary school teachers, and students of secondary classes from Tehsil Rahim Yar Khan. The sample size comprised 48 secondary school head teachers ,144 secondary school teachers, and 426 students of secondary classes with the same ratio of gender and locality. The questionnaires were used as data collection tool. The researchers personally visited the schools and collected the data from the respondents. The study recommends that professional trainings for secondary school teachers must be organized for tackling content knowledge challenges, managerial challenges of secondary school teachers.

Introduction

Professional development can be well-defined as teachers' continuing knowledge to progress the way they communicate, and it happens in equally proper and informal conducts. Professional development existences are the most acquainted formal construction of qualified development and typically feature a mixture of performances, practical workshops, and cooperative cooperation that are often prearranged in advance by institute and school region management. Instructors also regularly set their personal, familiar, continuing professional development schedules, such as taking supplementary developments, following alumna schoolwork, particular study of their topic material or instruction methods, distribution possessions and thoughts with contemporaries, and construction learning systems through social broadcasting (Chen & Adams, 2023).

Results shows that learning may happen at a time both in formally and informal ways. Professional development for teachers focuses on basic teachers training (Abakah, Widin et al. 2022). It is helpful for that how teachers seek knowledge and how in different ways they can perform and spread over their knowledge (Alshahrani, Alzahrani et al. 2022) and learning. Professional development for teachers seems very helpful for not only students but also for teachers. Teachers use various techniques to arraign better results through attaining knowledge from various teachers training.

Literature Review

The literature review as stated by Ahmad et al, (2023) it "summarize and evaluate the text of writing of the definite theme and provide frame work" furthermore he also pointed out that its function is to "divulges what has previously done by giving advanced concepts for new research". Preparations meet the expense of beginner teachers the chance involves in effort that recruit precise information for instruction, anywhere they have the chance to regroup their exact information for training and study when it is greatest appropriate (Barthélemy 2023). Rehearsal debriefs might function as a bridge between rehearsals and the complexity of teaching in the classroom. Previous studies within investigated how professional development in rehearsals supported teachers' learning of ambitious teaching found that professional development enabled learning situations for teachers to collectively learn key practices of ambitious teaching and how to use them adaptively. The findings show that rehearsals were a setting within which the teachers developed, negotiated and shared their understanding of ambitious teaching (Bazán and Maximiliana 2023).

Role of Teacher

Development is knowledgeable by a set of philosophies about determined teaching: scheming teaching for academics to have reasonable admission to knowledge; placement scholars as sense-makers; attractive intensely with scholars' thoughtful; and nearsighted instruction as both knowledgeable effort and a skills. Moreover, educators must distinguish their scholars, and be receptive to them in ethnically suitable way We organized the Professional development around the development of a set of education performs that are identifiable instruments of instruction that instructors pass to distribution information and contain of "methods, measures, and vicissitudes that can be unpacked and cultured by instructors (Alava, McMullen et al. 2023)"

Concentrating on Dissimilar Strong-minded Performance

Our training shows that the instructors tried to make intelligence of numerous determined performs concurrently and to see them in relative to each additional. Though, there were some changes connecting to which performs the contributors absorbed on in the surroundings. Provoking and answering were the most recurrent repetition in professional development in the co-enactments. This has also been highlighted in co-enactments within students said by (Abakah, Widin et al. 2022)

Provoking and answering is also measured to be an significant emphasis in preparations with beginner teachers in the field of education.

Challenging areas and Professional Development

Teachers and their superintendents must attend to the diversity of external responsibility demands from numerous education establishments and parents, as well by way of the interior need to safeguard teachers' efficacy in secondary student learning and to preserve a comprehensible focus on school enhancement goals. The literature designates opposing goals for PD that impression PD enterprise). Education establishments have conventionally viewed PD as the communication of knowledge and assistances to support precise educational improvement exertions. An opposing view declares that PD has value for its own good, apart from any broader reform program (Alshahrani et al, 2022; Bazán & Maximiliana 2023).

Everyday School Happenings

The new prospectus also has a endorsement that students will have at least one multidisciplinary knowledge component every year, which gives chances for using skills and digital apparatuses in projects, investigations and topics schoolchildren are working on Throughout a school year, every school has at smallest one clearly distinct theme, development or course that syndicates the content of dissimilar subjects and deals with the designated theme from the viewpoint of numerous subjects.

These objects are called multidisciplinary learning modules, and active use of technologies for development, conducting and bestowing the learning modules are heartened. In order to sustenance digital alteration in Finnish schools, assessment of its progress in inclusive schools is continuing, reporting about the expanses which have advanced and stressing needs to encouraged. In order to support digital alteration in Finnish schools, appraisal of its development in complete schools is continuing, reporting about the extents which have advanced and stressing requirements to develop in everyday school happenings.(Bragg, Walsh et al. 2021; Verstockt, et al, 2022).

Instructors' Collaboration

There is a durable consensus that pre-service teachers play a significant role in moving 21st century services into school repetition, and cumulative research indication to support this is obtainable. For example, there is a present large-scale education on pre-service instructors' 21st century skills and the expansion of these skills in teacher teaching.

Material and Methods

"The methodical study of the procedure is called the research method" (Ahmad, et al, 2023). The study was survey and descriptive in nature. The quantitative as well as qualitative (QUAN- qual) method were adopted. The explanatory sequential technique was used. "The population is defined as a set of individuals, data, or items from which a statistical sample is taken". Population of the study comprised; head teachers (HT), secondary school teachers (SSTs), students of secondary classes (SSCs). The stratified sampling technique was adopted for the proposed study. The desired data will be collected from Tehsil Rahim Yar Khan. The sample, sampling and sample size of the study comprised 48 secondary school head teachers with the same ratio of male and female 144 secondary school teachers, 426 students of secondary classes with the same ratio of gender and locality. The questionnaires were developed for data collection from HT, SSTs and Secondary School Students. The validity of questionnaire was ensured through expert opinion and reliability was calculated through SPSS-24 by Cronbach's' Alpha, similar method was employed by Rao et al, (2023). The questionnaire was refined and modified based on experts' opinion. The researcher was personally visited the schools and collected the data from the sampled respondents.

Results and Discussion

In the data analysis process, both SPSS-27 software and Microsoft Excel are utilized to analyse and interpret the data collected. The software allows for comprehensive analysis, and the results are presented visually through tables and graphs. The tables provide a detailed description of the data, presenting the findings in a structured manner (Maitlo et al, 2022). Each statement from the questionnaire is carefully described using the tables, providing a clear representation of the responses received. Through this analysis and interpretation, researchers can gain valuable insights and make informed conclusions based on the collected data. The researcher feed the

collected data into data sheet. Further, the collected data was analyzed through SPSS 27 using frequency, percentage, standard deviation and mean score.

Table 1
Factor 1. Challenges in Utilizing Technology

Items	Stat.	SDA	DA	UD	A	SA	Total	SD	Mean
Item-1 51	F	69	132	53	202	175	618	3.07	1.21
	%	12%	20%	11%	31%	26%	100%		
Item-2	F	99	106	48	227	138	618	3.10	1.15
	%	17%	17%	9%	36%	21%	100%		
Item-3	F	63	86	13	244	212	618	3.45	0.71
	%	12%	15%	9%	34%	31%	100%		
Item-4	F	73	73	45	239	187	618	2.91	1.39
	%	11%	13%	8%	38%	30%	100%		
Item-5	F	87	132	52	172	175	618	3.14	1.20
	%	15%	20%	10%	28%	27%	100%		
Item-6	F	47	134	44	192	201	618	3.11	0.97
	%	13%	19%	7%	32%	29%	100%		
Item-7	F	67	76	43	229	203	618	3.37	1.08
	%	11%	14%	8%	37%	30%	100%		
Item-8	F	67	139	44	224	144	618	3.13	1.14
	%	10%	22%	8%	35%	25%	100%		
Item-9	F	54	141	41	223	172	618	2.85	1.10
	%	10%	22%	10%	33%	25%	100%		
Item-10	F	75	141	52	201	149	618	2.79	1.18
	%	14%	23%	8%	32%	23%	100%		
Item-11	F	20	102	54	309	133	618	3.16	0.95
	%	16%	18%	10%	34%	22%	100%		
Item-12	F	49	117	63	195	194	618	3.08	1.20
	%	10%	17%	10%	32%	31%	100%		
Total	F	770	1379	552	2657	2083	7416	3.09	1.10
	%	12%	18%	9%	34%	27%	100%		

Table.1 Factor.1 represent Head Teachers SSTs and students has Challenges in Utilizing Technology. Data analysis represents that 34% of Head Teacher and SSTs and students agreed that has Challenges in Utilizing Technology while 27% of Head Teachers and SSTs and students were strongly agreed, 18% of Head Teacher, SSTs and students were disagreed, and 12% of Head Teacher, SSTs and students were strongly disagreed. Whereas 9% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.09 and standard deviation 1.10 supported the statement.

Table 2
Factor 2: Participation in Professional Development Conferences, Seminars, Workshops

Items	Stat.	SDA	DA	UD	A	SA	Total	SD	Mean
Item-1 73	F	108	51	107	227	159	618	3.24	1.12
	%	15%	22%	5%	35%	23%	100%		
Item-2	F	55	96	43	261	163	618	2.86	1.19
	%	10%	16%	8%	41%	25%	100%		
Item-3	F	88	115	16	234	165	618	3.16	1.12
	%	15%	18%	4%	37%	26%	100%		
Item-4	F	98	131	121	226	140	618	2.42	1.14
	%	17%	19%	4%	37%	23%	100%		
Item-5	F	50	104	38	289	137	618	3.22	1.13
	%	10%	17%	7%	46%	20%	100%		
Item-6	F	39	135	13	263	168	618	3.09	0.95
	%	7%	23%	4%	39%	27%	100%		
Item-7	F	107	122	14	209	166	618	3.39	1.07
	%	16%	21%	3%	34%	26%	100%		
Total	F	545	754	352	1709	1098	4326	3.05	1.10

%	13%	19%	5%	39%	24%	100%

Table 2 represent Head Teacher and SSTs and students has Participation in Professional Development Conferences, Seminars, and Workshops. Data analysis represents that 39% of Head Teacher and SSTs and students agreed that has acquiring participation in professional development conferences, seminars and workshops, while 24% of Head Teachers and SSTs and students were strongly agreed, 19% of Head Teacher, SSTs and students were disagreed, and 13% of Head Teacher, SSTs and students were strongly disagreed. Whereas 5% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.05 and standard deviation 1.10 supported the statement.
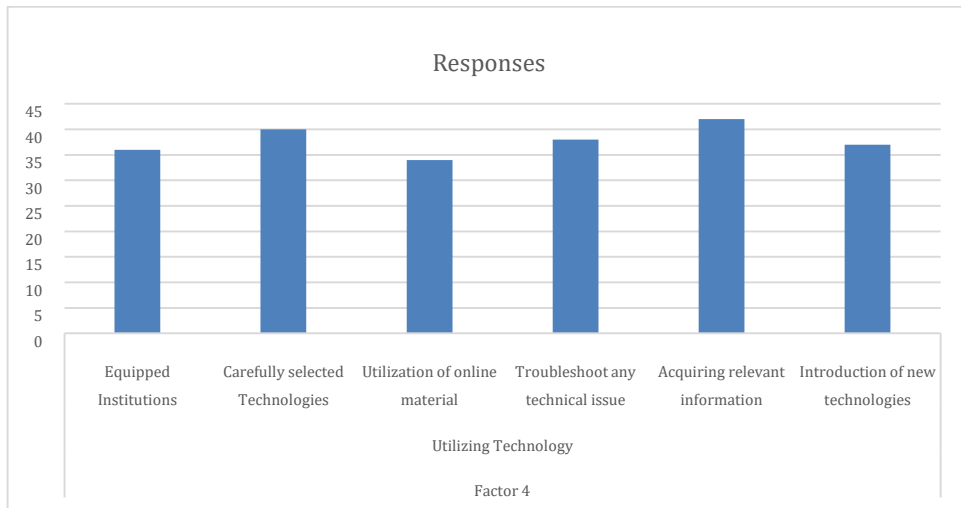
Figure.1 represents the responses of respondents that how can teachers work on utilizing technologies Majority of respondent suggest that they acquiring relevant material. Most of were with carefully selected technology Some of with utilizing online material, introduction of new technologies while some of with equipped institutions and very few of online material tasks can reduce the factors that utilizing technology of teachers in secondary schools.
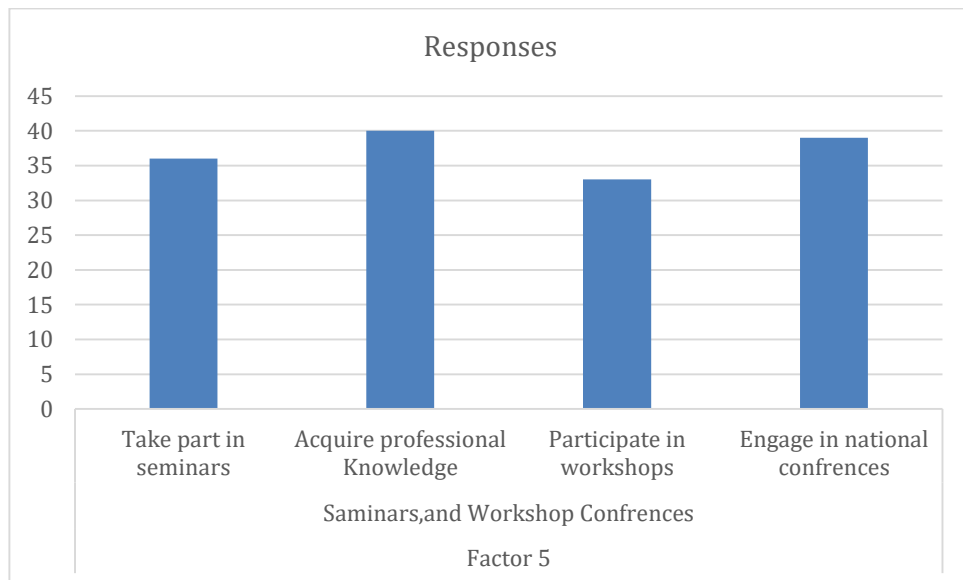

Figure.2 represents the responses of respondents that how can teachers work on Seminars, workshops and conferences Majority of respondent suggest that they acquiring professional knowledge Most of were with engaging in national conferences Some of with take part in seminars introduction of new technologies while some of with

participation in workshops and very few of online material can reduce the factors that seminars, workshops and conferences of teachers in secondary schools.

Findings

I.   The study found that 57% (31%+26%) of Head Teacher, SSTs and students agreed that educational institution is equipped with modern technological infrastructure, 34% (20%+12%) of Head Teacher, SSTs and students were disagreed whereas 11% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.07 and standard deviation 1.21 supported the statement.

II.   The study found that 57% (36%+21%) of Head Teacher, SSTs and students agreed that they employ technology to elucidate complex concepts within the curriculum, 34% (17%+17%) of Head Teacher, SSTs and students were disagreed whereas 9% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.10 and standard deviation 1.15 supported the statement.

III.   The study found that 65% (34%+31%) of Head Teacher, SSTs and students agreed that they carefully select technologies that augment both learning and effective teaching 27% (15%+12%) of Head Teacher, SSTs and students were disagreed, whereas 9% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.45 and standard deviation 0.71 supported the statement.

IV.   The study found that 68% (38%+30%) of Head Teacher, SSTs and students agreed that they keep I seek out and utilize online materials that effectively illustrate specific content, 24% (13%+11%) of Head Teacher, SSTs and students were disagreed. Whereas 8% of Head Teacher, SSTs and students were undecided with the given statement The mean score 2.91 and standard deviation 1.39 supported the statement.

V.   The study found that 55% (28%+27%) of Head Teacher, SSTs and students agreed that they keep I troubleshoot any technical issues related to hardware, 35% (20%+15%) of Head Teacher, SSTs and students were disagreed. Whereas 10% of Head Teacher, SSTs and students were undecided with the given statement The mean score 3.14 and standard deviation 1.20 supported the statement.

VI.   The study found that 61% (32%+29%) of Head Teacher, SSTs and students agreed that they keep I harness various resources to enhance my students' teaching competence, 32% (19%+13%) of Head Teacher, SSTs and students were disagreed. Whereas 7% of Head Teacher, SSTs and students were undecided with the given statement The mean score 3.17 and standard deviation 0.97 supported the statement..

VII.   The study found that 67% (37%+30%) of Head Teacher, SSTs and students agreed that they keep provide guidance and refer students to additional sources for acquiring relevant information to support their learning, 25% (14%+11%) of Head Teacher, SSTs and students were disagreed, whereas 8% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.37 and standard deviation 1.08 supported the statement.

VIII.   The study found that 70% (35% +25%) of Head Teacher, SSTs and students agreed that they keep stay informed about the introduction of new technologies,

32% (22%+10%) of Head Teacher, SSTs and students were disagreed, whereas 8% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.13 and standard deviation 1.14 supported the statement.

IX.   The study found that 58% (33%+25%) of Head Teacher, SSTs and students agreed that they keep incorporate multimedia-based teaching materials into my instruction, 32% (22%+10%) of Head Teacher, SSTs and students were disagreed. Whereas 10% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 2.85 and standard deviation 1.10 supported the statement.

X.   The study found that 55% (32%+23%) of Head Teacher, SSTs and students agreed that they keep use technology to clarify abstract concepts, 37% (23%+14%) of Head Teacher, SSTs and students were disagreed, whereas 8% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 279 and standard deviation 1.18 supported the statement.

XI.   The study found that 56% (34%+22%) of Head Teacher, SSTs and students agreed that they keep leverage multimedia tools to address classroom challenges, 34% (18%+16%) of Head Teacher, SSTs and students were disagreed, whereas 10% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.16 and standard deviation 0.95 supported the statement.

XII.   The study found that 63% (32%+31%) of Head Teacher, SSTs and students agreed that they keep assist students in enhancing their learning through a variety of activities, 27% (17%+10%) of Head Teacher, SSTs and students were disagreed, whereas 10% of Head Teacher, SSTs and students were undecided with the given statement The mean score 3.08 and standard deviation 1.20 supported the statement.

XIII.   The study found that 63% (53%+10%) of Head Teacher, SSTs and students agreed that they discourage less participation by students in group discussions, 21% (15%+6%) of Head Teacher, SSTs and students were disagreed. Whereas 16% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.48 and standard deviation 1.07 supported the statement.

XIV.   The study found that 58% (35%+23%) of Head Teacher, SSTs and students agreed that they keep actively engage in national conferences and workshops on a regular basis to acquire professional knowledge, 37% (22%+15%) of Head Teacher, SSTs and students were disagreed, whereas 5% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.32 and standard deviation 1.39 supported the statement.

XV.   The study found that that 66% (41%+25%) of Head Teacher, SSTs and students agreed that they keep attend seminars to gain fresh and innovative insights related to my profession, 26% (16%+10) of Head Teacher, SSTs and students were disagreed, whereas 8% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.32 and standard deviation 1.39 supported the statement.

XVI.   The study found that 63% (37%+26%) of Head Teacher, SSTs and students agreed that they keep consistently participate in workshops aimed at improving my professional skills.,33% (18%+15%) of Head Teacher, SSTs and students

were disagreed, whereas 4% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.32 and standard deviation 1.39 supported the statement.

XVII. The study found that 60% (37%+23%) of Head Teacher, SSTs and students agreed that they keep attend symposiums repeatedly to stay informed about innovative concepts, 36% (19%+17%) of Head Teacher, SSTs and students were disagreed, whereas 4% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.32 and standard deviation 1.39 supported the statement.

XVIII. The study found that 66% (46%+20) of Head Teacher, SSTs and students agreed that they keep take part in seminars focusing on social media to stay updated and informed, 27% (17%+10%) of Head Teacher, SSTs and students were disagreed. Whereas 7% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.32 and standard deviation 1.39 supported the statement.

XIX. The study found that 66% (39%+27%) of Head Teacher, SSTs and students agreed that they keep take part in seminars focusing on social media to stay updated and informed, 30% (23%+7%) of Head Teacher, SSTs and students were disagreed whereas 4% of Head Teacher, SSTs and students were undecided with the given statement The mean score 3.32 and standard deviation 1.39 supported the statement.

XX. The study found that 60% (34%+26%) of Head Teacher, SSTs and students agreed that they keep regularly attend seminars that center on content-based learning approaches, 37% (21%+16%) of Head Teacher, SSTs and students were disagreed, whereas 3% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.32 and standard deviation 1.39 supported the statement.

Discussion

The findings of the research displayed that mainstream of head teachers and students were of the opinion that majority of secondary school teachers keep educational institution equipped with modern technological infrastructure. The results also exposed that most of the head teachers and students were of the opinion that majority of secondary school teachers carefully select technologies that augment both learning and effective teaching. The research finds that mainstream of head teachers and students were of the opinion that majority of secondary school teachers keep seek out and utilize online materials that effectively illustrate specific content. The study disclosed that majority of head teachers and students were of the opinion that majority of secondary school teachers keep troubleshoot any technical issues related to hardware, while some of secondary school teachers didn't keep troubleshoot any technical issues related to hardware. The research revealed that mainstream of head teachers and students were of the opinion that majority of secondary school teachers keep harness various resources to enhance my students' teaching competence. The study demonstrated that majority of head teachers and students were of the opinion that majority of secondary school teachers keep provide guidance and refer students to additional sources for acquiring relevant information to support their learning, some of secondary school teachers didn't keep provide guidance and refer students to additional sources for acquiring relevant information to support their learning. The study displayed that majority of head teachers and students were of the opinion that most of the secondary school teachers incorporate multimedia-based teaching materials into my instruction.

The study confirmed that majority of head teachers and students were of the opinion that mainstream of secondary school teachers keep use technology to clarify concept act concepts. The study showed that majority of head teachers and students were of the opinion that mainstream of secondary school teachers keep leverage multimedia tools to address classroom challenges. The study affirmed that majority of head teachers and students were of the opinion that mainstream of secondary school teachers keep assist students in enhancing their learning through a variety of activities.

The study showed that majority of head teachers and students were of the opinion that majority of secondary school teachers discourage less participation by students in group discussions. The study revealed that majority of head teachers and students were of the opinion that majority of secondary school teachers actively engage in national conferences and workshops on a regular basis to acquire professional knowledge. The study showed that majority of head teachers and students were of the opinion that most of the secondary school teachers attend seminars to gain fresh and innovative insights related to my profession. The study affirmed that majority of head teachers and students were of the opinion that majority of secondary school teachers consistently participate in workshops aimed at improving my professional skills.

The findings displayed that most of head teachers and students were of the opinion that majority of secondary school teachers attend symposiums repeatedly to stay informed about innovative concepts. The study presented that most of the head teachers and students were of the opinion that majority of secondary school teachers take part in seminars focusing on social media to stay updated and informed. The study revealed that majority of head teachers and students were of the opinion that majority of secondary school teachers regularly attend seminars that center on content-based learning approaches.

Conclusions

The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers keep educational institution equipped with modern technological infrastructure. The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers keep employ technology to elucidate complex concepts within the curriculum. The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers carefully select technologies that augment both learning and effective teaching. The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers keep seek out and utilize online materials that effectively illustrate specific content. The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers keep troubleshoot any technical issues related to hardware. The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers keep harness various resources to enhance my students' teaching competence. The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers keep provide guidance and refer students to additional sources for acquiring relevant information to support their learning, some of secondary school teachers didn't keep provide guidance and refer students to additional sources for acquiring relevant information to support their learning.

The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers keep stay informed about the introduction of new technologies. The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers incorporate multimedia-based teaching materials into my instruction. The study affirmed that majority of head teachers

and students were of the view that majority of secondary school teachers keep use technology to clarify concept act concepts. The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers keep leverage multimedia tools to address classroom challenges. The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers keep assist students in enhancing their learning through a variety of activities. The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers discourage less participation by students in group discussions.

The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers actively engage in national conferences and workshops on a regular basis to acquire professional knowledge. The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers attend seminars to gain fresh and innovative insights related to my profession. The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers consistently participate in workshops aimed at improving my professional skills. The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers attend symposiums repeatedly to stay informed about innovative concepts. The study illustrated that majority of head teachers and students were of the view that mainstream of secondary school teachers take part in seminars focusing on social media to stay updated and informed. The study illustrated that majority of head teachers and students were of the view that mainstream of secondary school teachers regularly attends seminars that center on content-based learning approaches.

Recommendations

The recommendations of this study are that firstly the study affirmed that secondary school teachers faced challenges in utilizing technology during teaching in class on daily basses. The pedagogical trainings must be organized for secondary school teachers to improve their challenges in utilizing technology. Secondly, the study illustrated that secondary school teachers faced the participation in professional development Conferences, Seminars, and Workshops related challenges. The study recommended that professional trainings may be conducted in secondary schools to improve professional competency regarding Participation in professional development, Conferences, Seminars, and Workshops.

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