



RESEARCH PAPER**Identification of Teachers' Professional Challenges about Content Knowledge and Managerial Matters at Secondary Level**

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ABSTRACT

The present research study as an effort to identify the teachers' professional challenges regarding the knowledge of managerial matters at secondary level. For this purpose, researchers used quantitative as well as qualitative method for this survey and descriptive nature study. The explanatory sequential technique was used. The 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 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 study recommends that professional trainings for secondary school teachers must be organized for tackling content knowledge challenges, pedagogical difficulties and managerial challenges of secondary school teachers.

KEYWORDS Content Knowledge, Managerial Challenges, Professional Challenges, Professional Development

Introduction

Many researches on professional development(Popova et al, 2022) for teachers have been started. Some betterments for teachers on the other hand, is well-defined by mastery of programmed, self-motivated essentials resulting in exactly skilled performance. The whole portion organized in excellent schools, with a sentiment of determination fusing students for a common goal. Professional development for teachers is significant and teaching learning process is charming and expressive; trainers and students cooperate and work with strength; and activities are cheerfully recognized. Professional development for excellence of teachers contains more than having best standards, getting better results, or winning admirations (Harris et al.2009). All of these belongings, and a lot further. Professional development for teachers is labelled as the capability to excel in educational recreations by accomplishment, attaining, and/or more than expectations. Professional development for gaining outstanding grades and high representation. Professional development, on the other side, needs more than fair attaining good results. It is the greatest complete development of pupil's mental capabilities (Hill et, al 2008; Dove et, al, 2010).

Literature Review

“Review of the literature summarize and evaluate the text of writing of the definite theme, and provide frame work to think about the possible consequence of innovative study” (Ahmad et al, (2023). Trainings have examined how instructor educationalists effort with beginner instructors in preparations and what learner educators have chances to study. The conclusions are that preparations deliver occasions for beginner educators to involve in the communicating effort of coaching and in knowledge important determined performs and adaptive instruction while emerging information, services and individualities.(Park & Oliver, 2008; Abakah et al, 2022) use only sur (last name) of authors and year revise all

Teachers’ Professional Needs

There are also some educations on preparations in the framework of professional development. inspected how preparations (their gratified, errands, instructional procedures and simplification changes) reinforced instructors in existence approachable to scholars’ thoughts. They originate that by compelling what educators could estimate, for example by plummeting instructors’ selections of job collection, they could improve provision teachers’ knowledge of adaptive training.(Morine-Dersheimer et al, 1999; Atlas, 2023)

Pedagogical accountability is about educators’ intelligence of their recognized, moral, permissible and ethical responsibilities. Rendering to PD enterprises should provision the educators’ growth of educational ruling and shape clear influences crossways educational exploit, pedagogical cognitive and pedagogical accountability is intended to help provoke and involve educators’ instructive decision. The knowledge series lets teachers to part their executive and motive about their education (Gul et, al. 2022; Hertz et al, 2022)

Professional Weaknesses

Teaching-learning is a mutual procedure. An instructor is foreseeable to allocate his educations that are completely joint with good education constructions and essential methods. In the similar technique, scholars essential to be vigorous contributor in education procedure, considerately attendance addresses, investment their period and greatest exertion in knowledge the ideas of an example(Atlas 2023)

Capability and Atmosphere

There are numerous professional characteristics that are motionless important nowadays: information, involvement, reasoning and individual responsibility, as well as a sophisticated sympathetic of the communal. Playwrights give dissimilar belvederes regarding the position of professionalism, with photograph (Webb, 2005; Chu et al, 2023)

Material and Methods

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” (Younus et al, 2023). 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. "Research instruments perform an important role in research methodology, and help to collect precise data from the participants" (Ahmad et al, 2023). 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 Rao et al, (2023) also used same technique in their research. The questionnaire was refined and modified based on experts' opinion.

Results and Discussion

Table 1
Factor.1: Content Knowledge Related Challenges

Items	Stat.	SDA	DA	UD	A	SA	Total	Mean	SD
Expertise in the subjects	F	50	109	206	152	94	618	3.05	1.18
	%	14%	21%	8%	24%	33%	100%		
Specific curriculum standards	F	117	151	59	214	70	618	2.86	1.23
	%	17%	22%	13%	33%	15%	100%		
Methods to convey concepts	F	37	202	65	72	47	618	3.00	1.15
	%	10%	30%	7%	31%	22%	100%		
Applying technical skills	F	69	150	8	260	124	618	3.24	1.00
	%	10%	23%	8%	40%	19%	100%		
Incorporating new information	F	105	113	66	228	99	618	2.59	1.47
	%	17%	17%	13%	34%	19%	100%		
Engaging students	F	128	169	63	210	63	618	3.04	1.24
	%	17%	26%	12%	34%	12%	100%		
learning environment	F	96	125	69	203	118	618	2.76	1.37
	%	17%	20%	11%	33%	19%	100%		
Extracting relevant materials	F	68	183	35	235	35	618	2.75	1.05
	%	9%	31%	7%	36%	7%	100%		
Applying technical skill	F	66	206	19	198	122	618	3.06	1.28
	%	12%	28%	9%	30%	21%	100%		
Incorporating new information	F	70	161	62	201	117	618	3.42	1.22
	%	11%	29%	7%	33%	20%	100%		
Engaging students	F	121	121	75	200	104	618	3.22	1.49
	%	17%	21%	13%	32%	17%	100%		
Learning environment	F	76	149	37	273	76	618	2.81	1.11
	%	12%	25%	7%	45%	11%	100%		
Total	F	1003	1839	764	2446	1069	7416	3.06	1.23
	%	14%	23%	9%	34%	18%	100%		

Table.1 represents Factor.1 Content knowledge Related challenges Data analysis represents that 34% of Head Teacher and SSTs and students agreed that has Acquiring content knowledge and expertise in the subjects that teach, while 18% of Head Teachers and SSTs and students were strongly agreed, 23% of Head Teacher, SSTs and students were disagreed, and 14% 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 3.06 and standard deviation 1.23 supported the statement.

Table 2
Factor.2: Managerial Challenges

Items	Stat.	SDA	DA	UD	A	SA	Total	SD	Mean
Arranging suitable classroom	F	109	121	33	178	170	618	2.70	1.27
	%	19%	24%	6%	28%	23%	100%		

Delegating teaching tasks	F	72	55	64	250	160	618	3.67	1.25
	%	13%	19%	9%	30%	29%	100%		
Organizing subject matter	F	74	116	36	210	175	618	2.64	1.12
	%	12%	18%	8%	36%	26%	100%		
Implementing strategies	F	66	150	35	185	175	618	3.40	1.37
	%	10%	24%	6%	32%	28%	100%		
Use of updated knowledge	F	73	126	64	227	121	618	3.22	1.16
	%	11%	17%	10%	38%	24%	100%		
Coordinating extracurricular activities	F	66	93	7	220	225	618	3.06	1.54
	%	11%	16%	8%	35%	30%	100%		
Exercising control	F	69	167	37	233	104	618	2.75	1.21
	%	11%	26%	8%	39%	16%	100%		
Providing positive attention	F	182	80	57	189	93	618	3.51	1.46
	%	15%	15%	10%	35%	25%	100%		
Strategies to engage students	F	65	125	56	240	125	618	3.08	1.12
	%	11%	19%	9%	38%	23%	100%		
Encouraging students	F	92	127	94	180	125	618	2.90	1.32
	%	16%	19%	16%	27%	22%	100%		
Demonstrating control	F	72	127	32	210	177	618	2.82	1.08
	%	12%	19%	7%	36%	26%	100%		
Modern instructional materials	F	64	121	67	206	160	618	2.86	1.25
	%	11%	19%	10%	35%	25%	100%		
Managing allocated class	F	96	156	65	180	121	618	3.05	1.29
	%	17%	23%	10%	30%	20%	100%		
Total	F	1100	1564	647	2708	1931	8034	3.05	1.26
	%	13%	20%	9%	34%	24%	100%		

Table.2 represents Factor.2 Managerial Challenges. Data analysis represents that 34% of Head Teacher and SSTs and students agreed that has Managerial Challenges, while 24% of Head Teachers and SSTs and students were strongly agreed, 20% of Head Teacher, SSTs and students were disagreed, and 13% 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 3.05 and standard deviation 1.26 supported the statement.

Qualitative Data Analysis

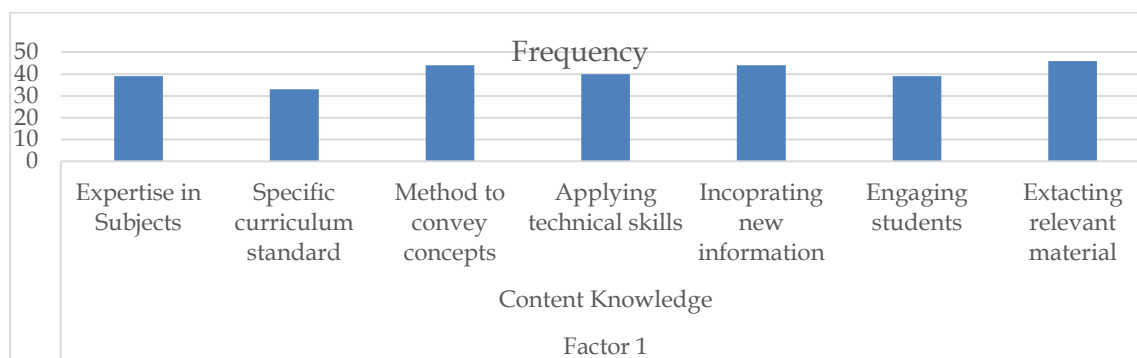


Fig.1 Suggest three guidelines to improve students' communication skill

Figure 01 represents the responses of the respondents that how can a teacher improve their content knowledge. Majority of respondents suggested that extracting relevant material enhance their content knowledge, and most of the respondents suggested incorporating new information technical while some suggested skill, method to convey concepts and expertise in subjects, and few suggested specific curriculum standards. For teachers content knowledge.

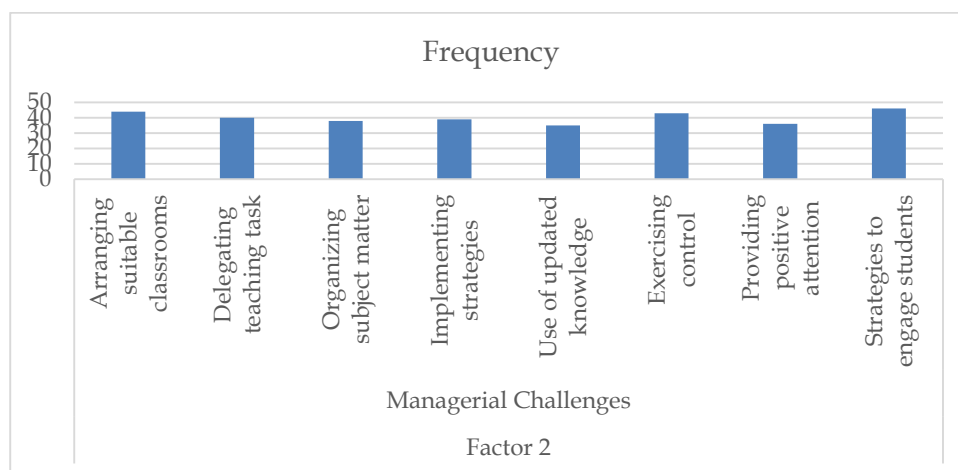


Fig.02 How a teacher can enhance students learning achievements through motivational skill

Figure 02 represents the responses of the respondents that how can a teacher overcome on managerial challenges. Majority of respondents suggested that engaging students a teacher overcome on managerial challenges, and most of the respondents suggested exercising control, while some suggested arranging suitable classroom, delegating teaching task and organizing teaching task, and few suggested uses of updated knowledge can help teachers to overcome on managerial I challenges

Findings

The study found that:

- 57% (33%+24%) of Head Teacher and SSTs and students agreed that has Acquiring content knowledge and expertise in the subjects that teach 35% (21%+14%) of Head Teacher, SSTs and students were disagreed, whereas 8% of Head Teacher, SSTs and students were undecided. that has Acquiring content knowledge and expertise in the subjects that teach. The mean score 3.05 and standard deviation 1.18 supported the statement.
- 48% (33%+15%) of Head Teacher and SSTs and students agreed that they have Developing resource materials that align with specific curriculum standards, 39% (22%+17%) of Head Teacher, SSTs and students were strongly disagreed. Whereas 13% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 2.86 and standard deviation 1.23 supported the statement.
- 53% (31%+22%) of Head Teacher, SSTs and students agreed that Teacher has seeking assistance from reference materials to comprehend the subject matter, 40% (30%+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 3.00 and standard deviation 1.15 supported the statement.
- 59% (40%+19%) of Head Teacher and SSTs agreed that they Teacher Integrating content knowledge with contextual understanding, 33% (23%+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 3.24 and standard deviation 1.00 supported the statement

- 53% (34%+19%) of Head Teacher, SSTs and students agreed that Teacher Employing diverse teaching models that cater to the nature of the subject, 17% of Head Teacher, SSTs and students were disagreed, and 30% (17%+13%) of Head Teacher, SSTs and were strongly disagreed. Whereas 13% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 2.59 and standard deviation 1.47 supported the statement.
- 46% (34%+12%) of Head Teacher, SSTs and students agreed that Teacher Extracting relevant materials from various sources, 26% of Head Teacher, SSTs and were disagreed, and 29% (17%+12%) of Head Teacher, SSTs and students were strongly disagreed Whereas 12% of Head Teacher, SSTs and were undecided with the given statement. The mean score 3.04 and standard deviation 1.24 supported the statement. (Table 4.6).
- 45% (33%+19%) of Head Teacher, SSTs and students agreed that employing various teaching methods to convey concepts effectively, 37% (20%+17%) 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 2.76 and standard deviation 1.37 supported the statement
- 43% (36%+7%) of Head Teacher, SSTs and students agreed that they keep Exploring different theories to elucidate concepts, 32% of Head Teacher, SSTs and students were disagreed, and 41% (32%+9%) of Head Teacher, SSTs and students were strongly disagreed. Whereas 7% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 2.75 and standard deviation 1.05 supported the statement
- 51% (30%+21%) of Head Teacher, SSTs and students agreed that they keep Applying technical skills in accordance with the subject's requirements 40% (28%+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 3.06 and standard deviation 1.28 supported the statement.
- 53% (33%+20%) of Head Teacher, SSTs and students agreed that they keep Incorporating new information into foundational content, 41% (29%+11%) 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 3.42 and standard deviation 1.22 supported the statement
- 49% (32%+17%) of Head Teacher, SSTs and students agreed that they keep Engaging students in the learning process, 38% (21%+17%) of Head Teacher, SSTs and students were disagreed. Whereas 13% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.22 and standard deviation 1.49 supported the statement
- 56% (45%+11%) of Head Teacher, SSTs and students agreed that they keep Ensuring changes occur within the learning environment, 25% of Head Teacher, SSTs and students were disagreed, and 37% (25%+12%) of Head Teacher, SSTs and students were strongly disagreed. Whereas 7% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 2.81 and standard deviation 1.11 supported the statement

Managerial Challenges

- 51% (28%+23%) of Head Teacher, SSTs and students agreed that they Arranging suitable classroom seating arrangements, 43% (24%+19) of Head Teacher, SSTs and students were disagreed, Whereas 6% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 2.70 and standard deviation 1.27 supported the statement
- 59% (30%+29%) of Head Teacher, SSTs and students agreed that they keep Delegating teaching tasks to enhance students' interest levels, 32% (19%+13%) 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 3.67 and standard deviation 1.25 supported the statement
- 36% of Head Teacher, SSTs and students agreed that they keep Organizing subject matter in accordance with the subject's characteristics, while 26% of Head Teachers, 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 8% of Head Teacher, SSTs and students were undecided with the given statement. As a whole majority of Head Teacher, SSTs and students disagreed that they keep Organizing subject matter in accordance with the subject's characteristics. The mean score 2.64 and standard deviation 1.12 supported the statement
- 60% (32%+28%) of Head Teacher, SSTs and students agreed that they keep Implementing strategies to maintain classroom management, 34%, (24%+10) of Head Teacher, SSTs and students were disagreed, whereas 6% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.40 and standard deviation 1.37 supported the statement
- 62% (38%+24%) of Head Teacher, SSTs and students agreed that they keep Prioritizing the use of updated knowledge to meet student needs, while 41% (24%+17%) of Head Teachers, SSTs and students were strongly agreed, .Whereas 10% of Head Teacher, SSTs and students were undecided with the given statement. The mean score 3.32s and standard deviation 1.16 supported the statement
- 65% (35%+30%) of Head Teacher, SSTs and students agreed that they keep Coordinating extracurricular activities outside the classroom, 27% (16%+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 3.06 and standard deviation 1.54 supported the statement
- 55% (39%+16%) of Head Teacher, SSTs and students agreed that they keep Exercising control over student-to-student conversations within the classroom, , 37% (26%+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 2.75 and standard deviation 1.21 supported the statement.
- 60% (35%+25%) of Head Teacher, SSTs and students agreed that they keep Acknowledging and providing positive attention to students whenever possible, , 15% of Head Teacher, SSTs and students were disagreed, and 25% (15%+10%) of Head Teacher, SSTs and students were strongly disagreed .Whereas 10% of Head

Teacher ,SSTs and students were undecided with the given statement. The mean score 3.51 and standard deviation 1.46 supported the statement

- 61% (38%+23%) of Head Teacher ,SSTs and students agreed that they keep Employing multiple strategies to engage students in the learning process, while,30% (19%+11%) 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 3.08 and standard deviation 1.12 supported the statement.
- 49% (27%+22%) of Head Teacher ,SSTs and students agreed that they keep Encouraging students to serve as positive role models for their peers, 35% (19%+16%) 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 2.90 and standard deviation 1.32 supported the statement.
- 62% (36%+26%) of Head Teacher, SSTs and students agreed that they keep Demonstrating control through a clear, authoritative voice, gestures, and posture,31% (19%+12%) 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 2.82 and standard deviation 1.08 supported the statement.
- The study found that 60% (35%+25%) of Head Teacher, SSTs and students agreed that they keep Utilizing modern instructional materials for classroom management, 30% (19%+11%) 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 2.86 and standard deviation 1.25 supported the statement
- The study found that 50% (30%+20%) of Head Teacher, SSTs and students agreed that they keep Effectively managing the allocated class time, 40% (23%+17%) 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 3.05 and standard deviation 1.29 supported the statement.

Discussion

The factor was content knowledge in which study showed that majority of head teachers and students were of the opinion that majority of secondary school teachers acquired content knowledge and expertise in the subjects they taught while some secondary school teachers have not enough knowledge and expertise. Whereas very few were undecided with the given statement.

The study showed that majority of head teachers and students were of the opinion that majority of secondary school teachers developed resource materials that align with specific curriculum standards, while some of secondary school teachers didn't develop resources material that align with specific curriculum standards. Whereas very few were undecided with the given statement. Similarly, (Nahki et al., 2019) The study affirmed that that majority of head teachers and students were of the opinion that majority of secondary school teachers were seeking assistance from reference materials to comprehend the subject matter, while some of secondary school teachers didn't seek assistance from reference material. Whereas very few were undecided with the given statement

The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers were Integrating content knowledge with contextual understanding, while some of secondary school teachers didn't integrate content knowledge with contextual knowledge. Whereas very few of were undecided with the given statement The study showed that majority of head teachers and students were of the view that majority of secondary school teachers were employing diverse teaching models that cater to the nature of the subject, while some of secondary school teachers didn't employ diverse teaching models that cater to the nature of the subject, Whereas very few of undecided with the given statement The study affirmed that majority of head teachers and students were of the opinion that majority of secondary school teachers were extract relevant materials from various sources, while some of secondary school teachers didn't extract relevant materials from various sources Whereas very few of undecided with the given statement.

The study showed that majority of head teachers and students were of the opinion that majority of secondary school teachers employ various teaching methods to convey concepts effectively, while some of secondary school teachers didn't employ various teaching methods to convey concepts effectively Whereas very few of were undecided with the given statement. study showed that majority of head teachers and students were of the opinion that majority of secondary school teachers were keep Exploring different theories to elucidate concepts, while some of secondary school teachers didn't keep Exploring different theories to elucidate concepts, Whereas very few of were undecided with the given statement.

The study affirmed that majority of head teachers and students were of the opinion that majority of secondary school teachers were keep applying technical skills in accordance with the subject's requirements, while some of secondary school teachers didn't keep applying technical skills in accordance with the subject's requirements. Whereas very few of were undecided with the given statement.

The study showed that majority of head teachers and students were of the opinion that majority of secondary school teachers were keep Incorporating new information into foundational content, while some of secondary school teachers didn't keep Incorporating new information into foundational content Whereas very few of were undecided with the given statement.

The study affirmed that majority of head teachers and students were of the opinion that majority of secondary school teachers keep engaging students in the learning process., while some of secondary school teachers didn't engaging students in the learning process. Whereas very few of were undecided with the given

The study showed that majority of head teachers and students were of the opinion that majority of secondary school teachers keep ensuring changes occur within the learning environment, while some of secondary school teachers didn't keep ensuring changes occur within the learning environment. Whereas very few of were undecided with the given statement.

Managerial Challenges

The factor was managerial challenges in which study showed that the study showed that majority of head teachers and students were of the opinion that majority of secondary school teachers arranging suitable classroom seating arrangements, while some of secondary school teachers didn't. arranging suitable classroom seating arrangements

Whereas very few of were undecided with the given statement. The study affirmed that majority of head teachers and students were of the opinion that majority of secondary school teachers keep delegating teaching tasks to enhance students' interest levels, while some of secondary school teachers didn't delegating teaching tasks to enhance students' interest levels,. Whereas very few of were undecided with the given statement The study showed that majority of head teachers and students were of the opinion that majority of secondary school teachers keep organizing subject matter in accordance with the subject's characteristics, while some of secondary school teachers didn't. Whereas very few of were undecided with the given statement.

The study affirmed that majority of head teachers and students were of the opinion that majority of secondary school teachers keep implementing strategies to maintain classroom management, while some of secondary school teachers didn't implementing strategies to maintain classroom management, .Whereas very few of s were undecided with the given The study showed that majority of head teachers and students were of the opinion that majority of secondary school teachers keep prioritizing the use of updated knowledge to meet student needs, while some of secondary school teachers didn't prioritizing the use of updated knowledge to meet student needs,. Whereas very few were undecided with the given statement

The study affirmed that majority of head teachers and students were of the opinion that majority of secondary school teachers keep coordinating extracurricular activities outside the classroom, while some of secondary school teachers didn't coordinating extracurricular activities outside the classroom, whereas very few of were undecided with the given statement.

The study showed that majority of head teachers and students were of the opinion that majority of secondary school teachers keep exercising control over student-to-student conversations within the classroom, while some of secondary school teachers didn't exercising control over student-to-student conversations within the classroom, .Whereas very few were undecided with the given statement.

The study affirmed that majority of head teachers and students were of the opinion that majority of secondary school teachers keep acknowledging and providing positive attention to students whenever possible, while some of secondary school teachers didn't acknowledging and providing positive attention to students whenever possible, .Whereas very few of were undecided with the given statement.

The study showed that majority of head teachers and students were of the opinion that majority of secondary school teachers keep employing multiple strategies to engage students in the learning process, while some of secondary school teachers didn't employing multiple strategies to engage students in the learning process, .Whereas very few of were undecided with the given statement.

The study affirmed that majority of head teachers and students were of the opinion that majority of secondary school teachers encouraging students to serve as positive role models for their peers, while some of secondary school teachers didn't encouraging students to serve as positive role models for their peers. Whereas very few were undecided with the given statement.

The study showed that majority of head teachers and students were of the opinion that majority of secondary school teachers demonstrating control through a clear,

authoritative voice, gestures, and posture, while some of secondary school teachers didn't. Whereas very few of were undecided with the given statement.

The study affirmed that majority of head teachers and students were of the opinion that majority of secondary school teachers keep utilizing modern instructional materials for classroom management, while some of secondary school teachers didn't utilizing modern instructional materials for classroom management. .Whereas very few of were undecided with the given statement

The study showed that majority of head teachers and students were of the opinion that majority of secondary school teachers effectively managing the allocated class time, while some of secondary school teachers didn't effectively managing the allocated class time .Whereas very few of were undecided with the given statement.

Conclusions

The present study showed that majority of head teachers and students were of the opinion that majority of secondary school teachers acquired content knowledge and expertise in the subjects they taught while some secondary school teachers have not enough knowledge and expertise. Whereas very few were undecided with the given statement. The study confirmed that majority of head teachers and students were of the view that majority of secondary school teachers developed resource materials that align with specific curriculum standards, while some of secondary school teachers didn't develop resources material that align with specific curriculum standards. Whereas very few were undecided with the given statement. The present study showed that majority of head teachers and students were of the view that majority of secondary school teachers were seeking assistance from reference materials to comprehend the subject matter, while some of secondary school teachers didn't seek assistance from reference material. Whereas very few were undecided with the given statement. The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers were Integrating content knowledge with contextual understanding, while some of secondary school teachers didn't integrate content knowledge with contextual knowledge. Whereas very few of were undecided with the given statement.

The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers were employing diverse teaching models that cater to the nature of the subject, while some of secondary school teachers didn't employ diverse teaching models that cater to the nature of the subject, Whereas very few of undecided with the given statement. The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers were extract relevant materials from various sources, while some of secondary school teachers didn't extract relevant materials from various sources Whereas very few of undecided with the given statement. The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers employ various teaching methods to convey concepts effectively, while some of secondary school teachers didn't employ various teaching methods to convey concepts effectively Whereas very few of were undecided with the given statement. The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers were keep Exploring different theories to elucidate concepts, while some of secondary school teachers didn't keep Exploring different theories to elucidate concepts, whereas very few of were undecided with the given statement.

The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers were keep applying technical skills in accordance with the subject's requirements, while some of secondary school teachers didn't keep applying technical skills in accordance with the subject's requirements. Whereas very few of were undecided with the given statement. The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers were keep Incorporating new information into foundational content, while some of secondary school teachers didn't keep Incorporating new information into foundational content Whereas very few of were undecided with the given statement. Collectively, majority of secondary school teacher keep Incorporating new information into foundational content. The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers keep engaging students in the learning process., while some of secondary school teachers didn't engaging students in the learning process. Whereas very few of were undecided with the given statement. The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers keep ensuring changes occur within the learning environment, while some of secondary school teachers didn't keep ensuring changes occur within the learning environment. Whereas very few of were undecided with the given statement

Managerial Challenges

The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers arranging suitable classroom seating arrangements, while some of secondary school teachers didn't. arranging suitable classroom seating arrangements Whereas very few of were undecided with the given statement.

The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers keep delegating teaching tasks to enhance students' interest levels, while some of secondary school teachers didn't delegating teaching tasks to enhance students' interest levels, Whereas very few of were undecided with the given statement

The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers keep organizing subject matter in accordance with the subject's characteristics, while some of secondary school teachers didn't. Whereas very few of were undecided with the given statement

The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers keep implementing strategies to maintain classroom management, while some of secondary school teachers didn't implementing strategies to maintain classroom management, whereas very few of us were undecided with the given statement. Collectively, majority of majority of secondary school teachers keep implementing strategies to maintain classroom management.

The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers keep prioritizing the use of updated knowledge to meet student needs, while some of secondary school teachers didn't prioritizing the use of updated knowledge to meet student needs,. Whereas very few were undecided with the given statement.

The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers keep coordinating extracurricular activities

outside the classroom, while some of secondary school teachers didn't coordinating extracurricular activities outside the classroom, whereas very few of were undecided with the given statement.

The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers keep exercising control over student-to-student conversations within the classroom, while some of secondary school teachers didn't exercising control over student-to-student conversations within the classroom, .Whereas very few were undecided with the given statement.

The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers keep acknowledging and providing positive attention to students whenever possible, while some of secondary school teachers didn't acknowledging and providing positive attention to students whenever possible, .Whereas very few of were undecided with the given statement.

The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers keep employing multiple strategies to engage students in the learning process, while some of secondary school teachers didn't employing multiple strategies to engage students in the learning process, .Whereas very few of were undecided with the given statement.

The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers encouraging students to serve as positive role models for their peers, while some of secondary school teachers didn't encouraging students to serve as positive role models for their peers. Whereas very few were undecided with the given statement.

The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers demonstrating control through a clear, authoritative voice, gestures, and posture, while some of secondary school teachers didn't. Whereas very few of were undecided with the given statement

The study affirmed that majority of head teachers and students were of the view that majority of secondary school teachers keep utilizing modern instructional materials for classroom management, while some of secondary school teachers didn't utilizing modern instructional materials for classroom management. .Whereas very few of were undecided with the given statement.

The study illustrated that majority of head teachers and students were of the view that majority of secondary school teachers effectively managing the allocated class time, while some of secondary school teachers didn't effectively managing the allocated class time .Whereas very few of were undecided with the given statement.

Recommendations

The study recommends that professional trainings may be conducted in secondary schools to improve professional competency regarding subject matter content knowledge and the pedagogical trainings must be organized for secondary school teachers to improve their pedagogical capabilities.

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