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DIFFICULTIES IN APPLYING EDUCATIONAL TECHNOLOGY IN SECONDARY EDUCATION FROM THE PERSPECTIVE OF HISTORY TEACHERS

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Abstract:

The aim of the research is to identify the difficulties of applying educational technology at the secondary level from the point of view of history teachers, and to determine the most difficult field after arranging the fields according to the percentage they obtain, the limits of this research are for male and female history teachers for the secondary stage in day schools in Al-Qadisiyah Governorate and its districts, in the academic year (2024 – 2025 AD). The researcher followed the descriptive survey approach to achieve the research objective. The scale was built in the final form after completing its conditions of honesty, consistency, and discriminatory power, after its paragraphs became (15) paragraphs, distributed over (3) areas, the alternatives to answering the difficulty of application contained a score of (very large, large, medium, weak, very weak). The tool was applied to a sample of (790) teachers in the governorate and its districts for the academic year (2024-2025 AD). The researcher used the Social Sciences Statistical Portfolio Program (SPSS), and the results appeared as follows:

1- The total number of responses to the research sample obtained a percentage of (86%), and this shows us that the degree of difficulties in applying educational technology at the secondary level obtained a very large percentage.
2- The fields were ranked according to the degree of difficulty they obtained after interpreting the results. It turned out that the administrative and organizational difficulties obtained the percentage (84.2%), which made them ranked third among all fields, as for the second place, it became for difficulties related to students and teachers, when it achieved a rate of (86.4%), as for the difficulties related to material equipment, they ranked first after achieving the percentage (87.6%), and everything mentioned shows us that all fields achieved a (very large) degree of difficulty

Keywords: Difficulties in Applying Technology in Education, History Teachers, Secondary Stage.

Research Definition

First: Research Problem.

Educational technology has become one of the basic necessities to support education systems that educational institutions seek to achieve at the present time to keep pace with the world in its advanced technological development, as a result of this rapid technological progress, which is considered a qualitative leap in the field of progress, which has motivated all educational institutions to keep pace with and pursue this acceleration, this is considered one of the justifications for interest in learning technology despite the difficulties it faces during application (Sabri, 2009: 29).

The Ministry of Education's interest in educational technology has increased, and the reason for this is the delay and failure to keep pace with global development. Therefore, it has become necessary to use technology in the educational field in order to overcome the difficulties that hinder the educational process (Al-Masoudi, 2021: 508). Since the researcher is one of the teaching staff affiliated with the General Directorate of Education in Al-Qadisiyah Governorate, he directed his attention to the most prominent difficulties facing the use of educational technology and considered it a problem that requires study, which is answered by answering the following question:

Q: What is the degree of difficulty in applying educational technology at the secondary level from the point of view of history teachers?

Second: Research Importance

Education is the basic engine of human life, and through it the conscious individual is prepared who is able to serve his community and has the basic imprint in facing all obstacles, it is a factory of creative and innovative energies in all fields, and this is what the Educational Preparation and Training Department provides by holding continuous training courses that work hard to develop the expertise of teaching staff in all fields (Al-Jubouri, 2013: 6-9). Therefore, it is necessary to search for ways that enable us to keep pace with this development through which education advances its educational reality, and to confront educational and teaching problems for the purpose of achieving the ultimate goal of the teaching and learning process, this is what has been presented in many international, Arab and local research seminars and conferences that have proven the capabilities provided by modern educational technology to the educational institution and its effectiveness in the teaching and learning process (Eissa and Saleh, 2019: 208).

In light of the above, we find the importance of the research to lie in the following:

- Seeking to diagnose the difficulties of applying educational technology at the secondary level, based on the point of view of history teachers, both male and female, as the use of modern educational technology is a recent trend that educational institutions seek to use in their programs and rely on.
- The research results contribute to providing special, clear and scientific importance about the application of modern educational technology at the secondary level in Iraq.
- This research is a response and result of some of the recommendations of many international, Arab and local educational conferences, research and seminars that have worked hard to develop the educational process, thus emphasizing the necessity of using modern educational technology for the purpose of achieving better education and for all educational levels.
- Providing some recommendations that contribute to developing the educational process.
- Working to achieve quality in the teaching and learning processes.

Third: Research Objectives.

The aim of the research is to identify:

Difficulties in applying educational technology at the secondary level and from the point of view of history teachers, including knowing the following objectives:

1- Determine the degree of difficulty in applying modern educational technology.
2- Knowing the ranking of research areas according to the response of the research sample members.

Fourth: Research Limits

- **Objective limit:** Study of the difficulties of applying modern educational technology at the secondary level from the point of view of history teachers.
- **Human limit:** History teachers in the day secondary stage of the General Directorate of Education in Al-Qadisiyah Governorate.
- **Spatial limit:** General Directorate of Al-Qadisiyah Education in Iraq.
- **Time limit**: Application of research tools during the academic year (2024 – 2025) AD.

Fifth: Defining terms.

A- **Educational Technology:**

Defined it terminologically: Al-Hila (2004): "It is the use of information and technical means to solve problems, achieve the production of things, and know the impact between man, technology, nature, and the environment, and is interested in the scientific aspect" (Al-Hila, 2004: 27).

Al-Sharman (2013) defined it as: "Employing everything available in the field of knowledge and human education in order to enrich education in a way that benefits the individual and the group" (Al-Sharman, 15: 2013).

The researcher defined it procedurally as: the use of communication devices, educational software, and display devices used by history teachers during the teaching process within the classroom.

B- **Difficulties**:

The researcher defined it as: all the obstacles that hinder the success of the educational process and prevent it from advancing and keeping pace with the development that the world is witnessing.

C- Secondary Stage:

The researcher defined the secondary stage procedurally as: a stage following the primary stage, lasting six years, including middle and preparatory school in its two branches (scientific and literary), through it, the student acquires a lot of knowledge and skills in the intellectual and applied fields that enable him to continue his university studies.

Theoretical Framework and Previous Studies:

First: Theoretical Framework:

Educational Technology:

There are several opinions about the concept of technology. Some see it as performance and good formulation during the practical application process. It is synonymous with the word technology, it is of Greek origin and consists of two parts: techno, meaning art, and logy, meaning science. There are those who believe that the word technology is derived from the English word technique, meaning technology or the formula for applied performance, technology is the primary goal of developing performance and raising competencies to a high degree (Lavi, 2006: 25). As for UNESCO, it believes that educational technology is a systematic design of the educational process, its implementation and its evaluation in the best possible way as a result of research presented in the field of education (Al-Hila, 2007: 24), in addition, technology is defined as "the process that aims to educate humans through systematic, systematic methods."

Achieving educational goals efficiently and effectively is planning the education process and employing all educational methods in order to achieve better education (Internet, https://www.mobt3ath.com/dets.php?page=410).

The Importance of Educational Technology:

The importance of educational technology is highlighted by the benefits it has achieved in many international institutions and organizations, thus achieving a communication and interaction mechanism that has provided speed and no delay in completing work, which made technology one of the main challenges that has an impact on improving administrative, technical, educational and scientific processes (Salama, 2006: 24). Therefore, we see that many government institutions are interested in educational technology due to its strong efficiency, effectiveness, and low economic cost. In addition, educational technology works to develop and supply self-education content programs so that they are characterized by quality (Mazen, 2014: 155).

Educational technology works to achieve various goals in all educational fields. This lies in the diversity of opportunities and the provision of an appropriate educational environment, through the development of skills among students, such as problem-solving skills and metacognition skills, it also works to satisfy the needs of learners and eliminate psychological tension among students while performing the duties required of them inside the classroom (Abdul Majeed and Al-Ani, 2015: 79-80).

Obstacles to the Use of Educational Technology:

Despite the great importance of educational technology in the educational field, we find some obstacles that are considered a stumbling block to its use in the educational process. The most important of these obstacles are:

A- Most educational cadres do not have sufficient experience to use educational technology in the educational process.
B- Lack of financial support, which is considered one of the most prominent problems that hinder the use of technology.
C- Students have no idea how to work on technology, which raises concerns for them when accessing websites.
D- Technical problems represented by constant interruptions in social networks.
E- Monopoly of ideas and fear of losing the centrality of privacy among some people with technological information (Murad, 2013: 107-138).

Educational Technology Standards:

Standards for educational technology are what the educational institution seeks to achieve the best educational goals by relying on technology at various educational levels. There are technology standards related to students and others related to teaching staff. The most prominent standards related to teaching staff are the following:

First/ The learner: Students' use of technological means enables them to obtain feedback that enables them to learn in various ways, which enables teachers to prepare a rapidly developing and progressing generation.

Second/ The teacher is responsible for the development that occurs within the educational institution, including the use of modern and advanced technology for the purpose of raising the academic level and keeping pace with global development.

Third / Citizen / The role of the teacher here is essential in teaching students how to deal with technological means, especially when using the Internet when managing their personal data, there are other criteria that the teacher performs, including collaborator, designer, assistant, and analyst (Internet, https://zamn.app/blog/%D9%)

Requirements for the use of educational technology at the secondary level:

Educational technology is not an attempt at an educational idea that institutions seek to implement, but rather it has become a tangible reality at the present time, and this is what we have witnessed in developed countries of the world. Striving in this field requires a number of requirements that must be met to advance the educational process and reach the required level

Among these requirements is the inclusion of a training program that enables teaching staff to use technological means in the educational process (Al-Khafaji, 2015: 90), the provision of high-speed devices and their integration as an educational means, in addition to providing infrastructure such as an electrical network and Internet networks on an ongoing basis (Al-Ayam website, https://www.al-ayyam.ps/ar_page.0)

Second / Previous studies:

1. **Issa and Saleh's study, 2019**: "Difficulties in applying modern educational technology from the point of view of faculty members". The study was conducted in Iraq, and its goal was to identify the difficulties facing faculty members in using educational technology, by identifying the extent of their use of technology and the extent of connection. The study sample consists of (100) specialists in the departments of psychological and educational sciences. As for measuring the study's objective, the two researchers prepared a questionnaire containing (20) items for the purpose of collecting data. The validity of the questionnaire was confirmed after it was presented to a section of the judges, after the two researchers collected the graphical answers and processed them using statistical methods, including frequencies, percentages, arithmetic averages, weighted averages, and the Wilcoxona test, the two researchers reached the following results: which was represented by the presence of a set of obstacles that hinder the use of educational technology by faculty members in the teaching process, one of the most important of these obstacles is the lack of sufficient infrastructure to use technology in this field, not to mention the lack of electronic devices that support the technological field, in addition to the weakness in the courses held in this field (Issa and Saleh, 2019: 207 - 224).
2. **Zidane's study, 2015**: "Problems of using technology in education facing Arabic language teachers in middle school in the Iraqi city of Ramadi from their point of view" The study was conducted in Iraq, and its goal was to investigate the problems facing Arabic language teachers in using educational technology, the study sample consists

of (88) teachers, representing (120). As for measuring the study objective, the researcher prepared a questionnaire containing (35) items for the purpose of collecting data, and its accuracy was confirmed after it was presented to a section of the judges. After collecting the graphical answers to the study and processing them using statistical methods, such as the Cronbach's Alpha coefficient, percentage, arithmetic averages, and test-t, using the SPSS program, the following results were reached: It turned out that there were problems related to the school environment, so I obtained an arithmetic average score (3.99), this indicates that it is a high evaluation score compared to the rest of the paragraphs. As for the problems related to the teacher, they received an arithmetic mean score (3.52), which indicates that they are an average evaluation score. As for the problems related to the students, they received an arithmetic mean score (3.28), which indicates that the score is also average (Zidane, 2015: 24-48).

3. **Al-Baydhani's study, 2021**: "Technological skills required by history teachers in middle school from the perspective of teachers and school principals" The study was conducted in Iraq, and its goal was to know the technological skills of teaching staff specialized in history and from their point of view and the point of view of school principals, the study sample consists of (240) male and female teachers and a school principal, totaling (360). As for measuring the study's objective, the researcher prepared a questionnaire containing (67) items for the purpose of collecting data, and its accuracy was confirmed after it was presented to a section of the judges. After collecting the graphical answers to the study and processing them using statistical methods, such as Cronbach's alpha coefficient, percentage, arithmetic averages, and test-t, using the SPSS program, the following results were reached: It was found that the total of the sample's responses to the tool's paragraphs obtained an arithmetic mean score of (260,539), while the standard deviation was (19,113), and the percentage weight was (77,772), and thus it obtained a score of great importance (Al-Baydhani, 2021: p. 95).

Discuss Previous Studies with Current Research:

It turns out that previous studies agree with this research in addressing the difficulties facing the use of technology in education, and were also similar in using the descriptive approach, and the questionnaire was also used as a research tool, it was similar to the study of Al-Baydhani and Zidane in using the statistical program (SPSS), while the study of Issa and Saleh did not use the statistical program (SPSS).

Research Methodology and Procedures:

First: Research Methodology

The descriptive survey approach has been used specifically: as a set of different methods for collecting and organizing data such as questionnaires, tests, interviews, and educational documents (Abdul Rahman and Zanka, 2007: 34).

Second: Research Community

It is all the teaching staff for the subject of history in the middle and day secondary schools of the Al-Qadisiyah Education Directorate for the academic year 2024-2025 AD, whose number reached (1580) male and female teachers, and (652) male and (928) female teachers distributed among the school buildings, as shown in Table No. (1).

Table No. (1)

Numbers of history teachers distributed across the governorate's districts and according to gender

Governorate districts	Males	Females	Total
Diwaniyah	264	520	784
Al Shamiyah	146	132	278
Afak	140	176	316
Al-Hamzah	102	100	202
Total	652	928	1580

Third: Research sample / The sample was chosen in a random, stratified manner, because it is the best method in terms of its suitability for heterogeneous communities (Al-Dhamin, 2007: 169), and the size of the basic sample reached (790) male and female teachers taken from the original community and included all districts of the governorate as shown in Table No. (2).

Table No. (2)

The basic research sample is distributed across districts and by gender

Districts	Gender	Total

	Male	Female	
Diwaniyah District	132	260	392
Al-Shamiya District	73	66	139
Afak judiciary	70	88	158
Hamza district	51	50	101
Total	326	464	790

Fourth: Research tool / The researcher relied on the questionnaire according to the five-point Likert scale, so that the questionnaire consisted of (15) items distributed over three axes, as it is considered the best tool through which the research objectives are achieved; because of its characteristics that make it preferable to using other tools, such as the short time required for application, the ease of transcribing its data, and analyzing its results (Abu Huwaij and others, 2002: 252).

Fifth: Psychometric Properties of the Tool:

❖ **Validity:**

Apparent Validity:

To ensure the validity of the scale, it was presented to a group of experts and arbitrators specialized in the technical field, some of whom specialized in general teaching methods and psychological and educational sciences, after taking their opinions into account on the validity of the paragraphs and their connection to the research, the tool was prepared in its final form after excluding some of its paragraphs, thus, it became composed of (15) paragraphs distributed over three axes, and this is what was explained in Appendix No. (1).

Discriminatory Power of all Paragraphs:

Individuals with the measured trait have been distinguished using statistical analysis, and the goal is to distinguish between paragraphs that have the good trait or characteristic that was developed to measure them (Al-Yaqoubi, 2013: 105), calculate the discriminatory power of these paragraphs, and apply a test (t-test) to the two independent samples, here it turns out that all paragraphs are statistically significant, meaning they have a high discriminatory power at a significant level of (0.05), and they range between (15.120) and (0.210), and Table (3) shows this.

Table (3)
The discriminatory power of paragraphs

	S.	Upper group		Lower group		Calculated t-value	Significance
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		0,05
First axis / organizational and administrative	1.	4.796	0.403	3.537	0.686	11.66	Statistically significant
	2.	3.611	1.145	3.648	0.671	0.21	Statistically significant
	3.	4.889	0.314	3.556	0.567	15.12	Statistically significant
	4.	4.648	0.515	3.815	0.611	7.76	Statistically significant
	5.	4.833	0.419	3.519	0.659	12.36	Statistically significant
Second Axis / Difficulties of students and teachers	6.	4.185	0.388	3.537	0.659	6.23	Statistically significant
	7.	4.926	0.262	4.667	0.667	2.66	Statistically significant
	8.	4.759	0.428	3.611	0.558	12	Statistically significant

	9.	4.926	0.262	3.759	0.636	14.408	Statistically significant
	10.	4.648	0.478	3.556	0.629	10.167	Statistically significant
Third Axis / Financial Difficulties	11.	3.778	0.831	3.389	0.621	2.757	Statistically significant
	12.	4.778	0.416	3.759	0.607	10.181	Statistically significant
	13.	4.87	0.387	3.685	0.741	10.423	Statistically significant
	14.	3.889	0.916	3.389	0.678	3.225	Statistically significant
	15.	4.87	0.336	3.63	0.702	11.725	Statistically significant

- **Stability**: is the stability of the results mentioned by the researcher after obtaining them from the sample answers. If they were re-applied to the same sample and under the same conditions, they would give the same results and stability (Atiya, 2009 B: 111). For this reason, the researcher used the following two methods, for a sample consisting of (200) teachers, who were chosen randomly.

A- Cronbach's Alpha Method:

It was used for the tool areas and the tool as a whole, and Table (4) shows that

Table (4)
Values for stability coefficients using Cronbach's Alpha

S.	Difficulties in applying educational technology	Number of paragraphs	Cronbach's alpha coefficient
1	The first axis: organizational and administrative	5	0.537
2	The second axis: related to students and teachers	5	0.588
3	The third axis: physical equipment	5	0.524
4	The scale as a whole	15	0.77

B- Half-Division Method:

Dividing the paragraphs into two groups (odd paragraphs and even paragraphs) in order to calculate the correlation coefficient between them, and then using the Spearman - Brown Formula to correct the correlation coefficient (Majid, 2014: 142).

Sixth: Final Application of the Tool:

After the scale of difficulties in applying educational technology was built, and its validity and readiness for distribution were confirmed, it was distributed to the sample members, numbering (790) teachers, both male and female, in the day schools affiliated with the General Directorate of Education in Al-Qadisiyah.

Seventh: Statistical Tools:

The data extracted from the questionnaires were transcribed into the Arab Statistical Processor Program for the Social Sciences for the purpose of processing them using statistical methods.

- **Present the Results with their Interpretation.**

The result of the first objective included determining the degree of difficulty in applying educational technology at the secondary level, the arithmetic averages, standard deviations and percentage weights of all (15) paragraphs were extracted, it became clear to us that the general total of all responses to the sample amounted to (10,199), while the

general average of the sample responses was (12,910), and thus the percentage became (86%). It became clear to us from this that the degree of difficulty in applying educational technology at the secondary level was (very large). The result of the second objective of the research included arranging the topics according to responses, extract the arithmetic mean, standard deviation, and percentage weight for each axis of the scale, which is (3) axes, and Table (5) explains this.

Table (5)
Arithmetic mean, standard deviation, and percentage weight for each area of the tool

Fields sequence	Axis title	Total grades	Arithmetic mean	Standard deviation	Percentage weight	Axis rank
1	The first axis: organizational and administrative difficulties	3326	4.21	0.87	84.2	Third
2	The second axis: Difficulties related to students and teachers	3413	4.32	0.83	86.4	Second
3	The third axis: Difficulties related to physical equipment	3460	4.38	0.76	87.6	First

Therefore, the researcher explained the reason why difficulties related to financial equipment rank first among the topics as being the primary means of using technology in the educational field, the availability of halls, display screens, and Internet networks play a fundamental role in introducing technology and harnessing it in the edu cational field that serves educational institutions and society in general.

CONCLUSIONS:

After presenting the results, the researcher concluded the following:

1. The lack of a solid foundation for all the fields mentioned previously enables teaching staff to employ technology in the educational field.
2. Failure to include history teachers in the courses held by the Preparation and Training Department in the technological field.

RECOMMENDATIONS:

1. Working to introduce technology and spread technological culture in the educational field, comparing what the world is doing as it is one of the basic components of the education system.
2. Benefit from those with experience in the technological field and work to develop everyone who has skills in using technology.

3.The necessity of overcoming all difficulties facing the educational institution that seeks to introduce technology into education.

PROPOSALS:

1. Conduct research similar to this research and the sample will be teachers at the primary level.
2. Conducting research similar to the current research on artificial intelligence and its role at the university level

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Appendices

Appendix (1)

S/ questionnaire on the degree of difficulties in applying educational technology at the secondary level in its final form

To Professor.....Dear

May God's peace, mercy, and blessings be upon you...

The researcher aims to conduct research entitled (Difficulties in applying educational technology at the secondary level from the point of view of history teachers) and because they are the target group for the research, therefore, the researcher presents a summary of the paragraphs to you to determine the degree of importance of these paragraphs or not, we kindly ask you to kindly answer these paragraphs by indicating (✓) the appropriate alternative, noting that answering the questionnaire is a service to the scientific process and scientific research.

Please accept my sincere thanks and gratitude from the researcher.

General data: Gender / Male () Female ()
Housing / Diwaniyah District () Al-Shamiya District () Afak District () Al-Hamza District ()

The first axis: administrative and organizational difficulties

S	Paragraphs	Difficulties to a degree				
		Very large	Large	Medium	Weak	Very weak
1	There is coordination between the administration and history teachers regarding the introduction of technology into the educational field.					
2	There is no clear policy on the use of technology in education.					
3	Poor follow-up and motivation regarding the use of technology within the classroom					
4	The lack of financial support raises interest in moving towards the use of technology.					
5	Lack of coordination and organization regarding holding annual courses for history teachers on the use of educational technology. Paragraphs					

Second Axis: Difficulties related to students and teachers

S	Paragraphs	Difficulties to a degree				
		Very large	Large	Medium	Weak	Very weak
1	The presence of a desire among students to learn through technological means.					
2	Two networks provide continuous internet and electricity within schools.					
3	There are recommendations requiring history teachers to use technology in education.					
4	Holding special training courses for history teachers on the use of technology in education.					
5	Providing halls and laboratories equipped with devices suitable for using technology.					

Third Axis: Difficulties related to financial equipment

S	Paragraphs	Difficulties to a degree				
		Very large	Large	Medium	Weak	Very weak

11	Providing computer accessories such as printer and scanner.					
12	Providing financial and moral support from the Ministry of Education encourages history teachers to work on introducing technology into the educational field.					
13	Providing furniture and laboratories suitable for the modern educational institution.					
14	Internet networks are provided free of charge to schools without interruption.					
15	Providing maintenance rooms for electronic devices and programs in every school.					