

EXAMINING THE CONCERNS OF PRIMARY SCHOOL ADMINISTRATORS ABOUT THE USE OF COMPUTER TECHNOLOGIES IN ACCORDANCE WITH THEIR OPINIONS

Beril Özay

KSTU Education and Research Institute

berilozay04@gmail.com.

ABSTRACT

This research was conducted to identify primary school administrators' concerns about the use of computer technologies and to offer suggestions on this issue. The population of the research consists of 171 primary school administrators in primary schools affiliated with the TRNC Ministry of Education in the 2021-2022 academic year. The sample of the research includes 60 managers selected from the population by random sampling method. In the research, the personal information form for primary school administrators and the questions prepared to determine their level of computer technology usage were taken from expert opinions and as a result, 5 interview questions were determined. The obtained interview forms and interviewers were contacted directly by the researcher, and the data obtained were audio-recorded, and analyzes were carried out after the themes and coding were made. As a result of the research, in line with the data obtained from the managers, it was emphasized that computer technologies are an inevitable part of our lives, and it was stated that the use of computer technologies has both positive and negative aspects. It has been determined that primary school administrators have concerns about the use of computer technologies, regardless of their gender. When the primary school administrators' age grouping is examined, it has been determined that as the average age increases, their anxiety levels increase, and as the average age decreases, their anxiety levels decrease in direct proportion. When we look at the education levels of primary school administrators, it is concluded that as their education levels increase, their anxiety levels decrease inversely. Within the scope of the solution suggestions received from primary school administrators, in order to be a solution to eliminate the concerns that may be experienced, at the point where the person thinks that it causes anxiety in himself, sees that he is deficient and realizes that he needs to improve himself in this regard, he should attend individual courses or seminars on computer technologies or attend the TRNC Ministry of National Education. It has been suggested that the school should participate in in-service training programs organized by the Joint Education Services and to program the necessary training for school administrator candidates. In addition, it has been suggested that the practical nature of these courses or seminars will greatly reduce concerns by preventing problems that may arise in practice.

Keywords ; Computer technologies, education, primary school, anxiety, manager.

Introduction

This research was prepared to understand the reasons for the anxiety experienced by primary school administrators about computer use. Technology is the accumulation of knowledge obtained for the control and change of the physical environment with the tools developed by humans (TDK, 2021). International Association of Technology and Engineering Educators; He expresses that the change that people make in the natural environment in line with their needs in their daily lives is called technology (ITEEA, 2007). Technology is the application of information that facilitates human life and causing changes in the environment in line with its purposes while applying (Britannica, 2020). People invent concrete objects to produce solutions to the problems surrounding them and develop discipline for the use of these objects. He calls this technology. The effective use of inventions made since the beginning of human history has enabled humanity to evolve and survive (Basalla, 2013). Technology, which is the product of human intelligence (Bensghir and Lelebici, 2001), refers to the ability of a person to make it useful and functional by adding information to his/her existing knowledge for himself and his environment (Eren, 1982).

Science and technology, which are developing rapidly, as in every aspect of our lives, are also in a rapid development process in the field of education. Depending on these developments, we encounter many changes and innovations in the learning and teaching processes. Classical techniques, tools and materials, which are old methods applied in education, are now out of date. Especially in the last quarter century, these old methods have been replaced by new technical and technological tools (Yılmaz, 2010). Just as the development of technology leads to changes in the methods and techniques of education, scientific, social and global influences also lead to changes in the structure and functions of education (Yurdakul, 2015).

In our age, science and technological advances are among the factors that deeply affect the structure of society and education systems. Developing modern technology, basic sciences, production, transportation and communication methods change the structure of societies and necessitate their structural adaptation to this change (Akkoyunlu, 1998).

When we look at the educational structures in the world, it is seen that educational institutions are planned to provide skills to suit today's developments (Yolcu and Demirer, 2017). In our age where all kinds of technological and electronic means are used, the situation is no different for education. For this reason, research shows that people who are eager to acquire new knowledge and skills and have this perspective are needed in flexible societies (Aksoy, 2003). Therefore, the importance of educational institutions in meeting human needs comes to the fore once again at this point (Yılmaz, 2010).

Technological change and development in the world directly affects education and increases the value and efficiency of education within the framework of educational technologies. (Çakırer, 2002) For this reason, it is said that the use of computer technologies has become inevitable in order to make the education policy prepared for the future (Çallı, 2002) effective and efficient (Atman, 2005).

Educational institutions are among the institutions that need to use new technologies most effectively. Technological developments, which have become increasingly widespread since the early 1980s, are used in many areas such as presentations, teaching materials, and carrying out some administrative tasks in school environments. (Brush, 1998). The positive development that has occurred under the influence of education in the last quarter of a century can be seen in every aspect of our lives. Education that is so effective forces administrators to be leaders in teaching environments. They should be especially effective in the use of computer technologies, and school administrators should be the ones who guide and encourage teachers and students. For this reason, the school administrator must constantly improve and renew himself (Seven, 2021).

In order for educational organizations to become efficient and functional, educational administrators must provide leadership (Kurtuldu, 2007). The most important leadership qualities are being able to manage information in today's information age. Good management of information depends on ensuring the highest return and utilization in the most efficient way (Ata, 2006). School administrators and teachers bear the most responsibility for the use of technology in educational institutions (Yurteri, Fırat, Hayta & Yinal, 2023). The technological equipment of school administrators and their attitudes towards technology are very important for the efficiency of educational environments (Şahin, 2020).

Today, existing applications are being transformed and technologies suitable for the new system are being introduced (Fidan, 2007). The use of technology nowadays has pushed people to access information, use information and acquire new information. In order to use technology effectively while accessing information, leaders may be needed to guide from time to time. In the research carried out, standardization studies were carried out on this subject, and in the United States, technology leadership standards were developed by ISTE (International Society for It was determined by Technology in Education (International Technology Society in Education) in 2009 and technology leadership standards (NETS-A) were developed for education managers. According to these standards, the characteristics that a technology leader must have are listed as follows (Hacıfazlıoğlu, Karadeniz and Dalgıç, 2010);

1. *Visionary Leadership* : Provides technology integration to the organization covering the entire institution, develops a common vision to achieve excellence in corporate transformation and leads by inspiring.
2. *Digital Age Learning Culture* : It ensures its continuity by creating interesting environments that are suitable for the culture of the digital age, taking into account the needs of all students.
3. *Excellence in Professional Practice* : It supports the learning of both educators and students with a professional and innovative approach, using digital and contemporary technological resources.
4. *Systematic Development* : Ensures the continuous development of the governing institution through the use of effective information and technology resources, ensuring digital age management and leadership.
5. *Digital Citizenship* : It helps the organization understand social, ethical, official and legal issues by developing responsibilities regarding the changing digital culture.

Technological leadership; It is defined as being able to use technology effectively, creating an environment to access technology, providing resources, encouraging, inspiring and collaborating (Seven, 2021). In order for educational organizations to become efficient and functional, educational administrators must provide leadership (Kurtuldu, 2007). The most important leadership qualities are being able to manage information in today's information age. Good management of information depends on ensuring the highest return and utilization in the most efficient way (Ata, 2006).

In recent studies, leaders who are familiar with technology, have sufficient technological knowledge, follow technological developments, are pioneers in the application of technology, enable the use of technology by influencing their environment, and can use technology in other areas are defined as visionary leaders. They

explain visionary leader characteristics by dividing them into four groups: digital age learning culture, excellence in professional practice, systematic development and digital citizenship (Gökoğlu and Çakıroğlu, 2014).

A conscious school administrator is a leader who makes efforts to renew and improve himself with the requirements of the information age (Uğur, 2010). It has been stated that people with high self-efficacy beliefs in using computer technologies are more participatory in activities related to computer technologies and that it is easier for them to cope with any problems they encounter (Akkoyunlu and Orhan, 2003). From this point of view, it is seen that school administrators, who are role models for teachers and students, provide guidance regarding anxiety and self-efficacy perceptions in terms of using computer technologies (Uğur, 2010).

Adapting to rapidly developing technology can become difficult and cause anxiety lately. Definition of anxiety; In case of experiencing any of the emotions such as sadness, distress, fear, sense of failure, helplessness, anxiety of making a mistake and being judged, it is stated as an expression of excitement that can be measured by different physiological reactions such as heartbeat, blood pressure, chemical structure of blood, breathing and exhalation rates (Cüceloğlu, 2009).

In general, anxiety is the feeling that something bad will happen to a person (Öktem, 1981). It is described as a threat to basic motivations such as self-esteem due to the feeling of not being able to achieve a task that a person has undertaken to do (Fiske and Morling, 1996). Emotional reactions that cause pressure and tension in stressful situations such as sadness, tension, worry, delusion, restlessness and fear are defined as anxiety (Köknel, 1989; Özgüven, 1994).

Symptoms of computer anxiety can manifest itself as feeling uncomfortable using the computer, experiencing heart palpitations and panic attacks (Brosnan, 1999). According to the research, the behavioral patterns seen in people with computer anxiety are as follows: (Maurer and Simonson, 1994);

1. Avoiding areas and computers where computers are located.
2. Be extremely cautious and take precautions when using the computer.
3. Negative conversations about computers.
4. Preferring short periods of time when using the computer.

As a result, a person with computer anxiety is someone who avoids and is afraid of using computers. These people avoid encountering computers and communicating (Smith and Kotrlík, 1997). Anxiety about computer technologies causes fear and anxiety. This situation drives people to change their attitudes and behaviors towards innovations and causes them to resist innovation. However, in order for institutions to survive, they must have an innovative understanding and exhibit innovative features as a necessity of keeping up with the times (Çetin and Bülbül, 2017).

Studies show that people can experience computer anxiety and that it can be measured scientifically (Maurer and Simonson, 1994; Hakkinen, 1994). Computer anxiety is the individual's thoughts, prejudices or fear about using a computer and its consequences (Marcoulides, 1989). In order for innovative managers to be successful in the cultural environment they will create in their institutions, it depends on their ability to be free from fear and anxiety, enterprising, courageous, sensitive to their environment, interested in uncertainties, and accepting of events and situations (Bülbül, 2010).

Purpose

Purpose of the research

In this study; It targets primary school administrators working in the 2021-2022 academic year under the Department of Primary Education within the Ministry of National Education of the Turkish Republic of Northern Cyprus. This research aimed to determine the concerns of primary school administrators regarding their use of computer technologies. In this regard, answers to the following questions were sought in the research;

1. What are your views on the use of computer technologies in education?
2. Have you ever worried about the use of computer technology? If so, what would you say these concerns are based on?
3. If you were to rate your anxiety towards computer technologies on a scale of 1-10, how would you give yourself?
4. Have you been able to overcome your concerns about computer technologies? If you have overcome it, what method did you follow to overcome it?
5. What do you think can be done to overcome concerns about the use of computer technologies in education?

In line with this research, it aims to contribute to the field by giving primary school administrators the opportunity to evaluate themselves in the light of information about their concerns about computer technologies.

Importance of Research

Science and technology, which is now called the information age, continues to develop and renew at an incredible pace. In the face of this development and change, the education people receive remains inadequate throughout the process, which puts people in trouble in their own fields while practicing their profession. Primary school administrators have a critical importance in terms of the education and training process. It is thought that primary school administrators should have some innovations in order to use learning and teaching processes effectively and efficiently in terms of information and technology, which will positively affect other education workers and students. For this reason, primary school administrators' concerns about using computer technology should be determined and necessary arrangements should be made for the education system as a result of these concerns (Yılmaz, 2010).

In order for learning and teaching processes to be more efficient and effective, it is thought that school administrators' possession of certain technological competencies will have a positive impact on both teachers and students. For this reason, it is thought that it is important for the education system to determine the anxiety levels of primary school administrators in using computer technologies and take the necessary precautions in line with the results.

It is hoped that this research will provide guidance to primary school administrators in terms of what needs to be done by providing them with information to evaluate themselves in using computer technologies. Therefore, it is thought that school administrators will participate in applied courses or seminars to develop computer technologies and technological leadership competencies during their term of office, and by giving importance to in-service training activities, they will become more competent in recognizing technology and actively using these technologies.

When the literature was examined, it was seen that there were few studies on the use of computer technologies by primary school administrators in TRNC. For this reason, although the research is important in this respect, it is hoped that it will provide guidance to primary school administrators in TRNC in terms of what needs to be done by providing them with information to evaluate themselves in using computer technologies.

Limitations of the Research

1. This study is limited to administrators working in primary schools affiliated with TRNC Ministry of Education, Department of Primary Education in the 2021-2022 academic year.
2. The study is limited to the surveys used in the research.
3. This study is limited to the participants' responses to the surveys.

Method

Model of the Research

This research; In the light of the questions asked to the participants about their computer technology concerns, a holistic approach, flexibility in the research design, and a qualitative method with an inductive analysis in revealing perceptions were applied (Yıldırım and Şimşek, 2018).

Qualitative research method; It is a method of obtaining information that provides the opportunity to reach a small number of participants on detailed information and situations (Patton, 2014). In the research; On the basis of "case study", one of the qualitative research methods, a "nested single case" design, which allows multiple analyzes using a single case design, was applied (Yin, 2016). The situation examined in the research was conducted on 60 administrators in line with the opinions of the participants working in the administrative staff in primary schools affiliated to the Ministry of National Education of Northern Cyprus.

Sample of the Study

The sample of this research consists of 60 people working as administrators in public primary schools affiliated with the Ministry of National Education and Culture of Northern Cyprus in the 2021-2022 academic year. The sampled administrators consist of principals and assistant principals working in 24 different schools. The sample used for the research was made in accordance with the "purposive sampling" approach. Purposive sampling; It allows the desired situations to be examined in detail to obtain rich data (Yıldırım and Şimşek, 2018). The administrators selected in the research in accordance with purposive sampling, principals and assistant principals working in primary schools in different regions of the island, are suitable for "easily accessible case sampling".

Easily accessible case sampling, or “convenience sampling”, is based on items that are quickly and easily accessible (Patton, 2014).

Data Collection Tool and Data Collection

In the research, interview technique was used to analyze the views of primary school administrators towards computer technologies. The most powerful features of the interviews are; It allows us to have information about the lives of people, observed or unobserved situations, and to understand how they convey it with alternative explanations (Creswell, 2017).

To obtain research data, a semi-structured interview technique was used to obtain the opinions of 60 administrators affiliated with the Ministry of National Education and Culture of Northern Cyprus on the subject. In semi-structured interviews, it is aimed to make the most of participant experiences by using pre-prepared open-ended questions (Creswell, 2017).

The questions in this research consist of two parts. In the first part, there are questions to determine the school administrators' age, gender, educational background, degree of education, and years of service as an administrator. In the second part of the survey; The interview form questions consist of 5 open-ended questions. The interviews were held in the schools where the administrators worked, and focus group interview technique was used. Focus group discussions; It is the use of predetermined instructions that prioritize people's characteristics. Among qualitative data collection techniques, it has recently been frequently used in action research (Yılmaz and Oğuz, 2011).

Individual interviews with each participant lasted approximately 20 minutes. The interview was audio recorded and answers to the following questions were sought during the interviews;

1. What are your views on the use of computer technologies in education?
2. Have you ever worried about the use of computer technology? If so, what would you say these concerns are based on?
3. If you were to rate your anxiety towards computer technologies on a scale of 1-10, how would you give yourself?
4. Have you been able to overcome your concerns about computer technologies? If you have overcome it, what method did you follow to overcome it?
5. What do you think can be done to overcome concerns about the use of computer technologies in education?

Data Analysis

In this research, the "content analysis" method was used to analyze the data. Content analysis; It is the quantification of what is said or written, oral or written material by coding it with a systematic analysis (Balçı, 2004). In content analysis, four stages are applied (Miles and Huberman, 1994). The application was made as follows;

- a) *Coding of Data* : The information obtained and analyzed during the interviews was compiled and coded by numbering the lines. While creating the coding list; "Consensus" was achieved, and new regulations were made on issues of "disagreement" by discussing them.
- b) *Finding Themes* : The codes determined in the first stage were collected under the created categories. Thus, an attempt was made to find common aspects between the codes.
- c) *Organizing the Data According to Codes and Themes* : In order to convey the opinions of the participants to the readers, numbers starting from 1 are given for each participant (For example: Y-1). These codings were used when quoting participants' opinions.
- d) *Description and Interpretation of Findings* : The findings obtained as a result of the interviews with the managers participating in the research and the interpretation of these findings are discussed in this section. The findings were presented in detail with quotations, thus strengthening the validity of the research.

Findings And Interpretation

Results

In this section, the research was examined in line with the problem statement and the data obtained was analyzed. If we look at the tables showing the findings and the interpretations of the findings ;

Table 1.

Information on Demographic Characteristics of Primary School Administrators

Information on the demographic characteristics of primary school administrators is given in Table 1.1, Table 1.2, Table 1.3 and Table 1.4.

Table 1 .1. Distribution of Participants by Gender

GENDER	N	%
Women	24	40
Male	36	60
TOTAL	60	100

Table1. one; 24 female and 36 male managers participated in the research. The percentages were determined as 40 to 60.

Table 1.2. Distribution of Participants by Age

AGE	N	%
27-32	10	16.66
33-38	14	23.33
39-44	24	40
45-over	12	20
TOTAL	60	100

Table1.2; It was observed that most of the participants were between the ages of 42-47, with 40% . The least number of participants are the 31-36 age group who have just started their managerial duties .

Table 1.3 Distribution of Participants by Education Level

EDUCATION LEVEL	N	%
Undergraduate	33	55
Master's Degree	22	36.66
PhD	5	8.33
TOTAL	60	100

Table1.3; When we look at the education levels of the participants in the study, it was determined that more than half of them had a bachelor's degree.

Table 1.4. Distribution of Participants According to Their Term of Office

TERM OF OFFICE	N	%
0-5	20	33.33
6-10	18	30
11-15	10	16.66
16-20	8	13.33
21-25	4	6.66
TOTAL	60	100

Table1.4 ; When the participants were asked about their tenure, the most common answer was 33.33% that they had been managers for 0-5 years.

Table 2.

I. Computer Tech in Education of Managers . Opinions on Their Use

OPINIONS		N	%
Negative	* Diversity of information head confusion creates (N=3) * Annoyed use should only be done vehicle must be (N=2) * Use of if unknown problem habitable (N=2)		

Comments	* Use areas (sites , images) if not found si - crumbs happens (N=2) * Preparation if not, waste of time experienced (N=2) * Without effort to knowledge to reach provides (N=1)	12	7.79
Positive Comments	* Image memory supports (more more to the sense address) (N=16) * It is of great importance (N=15) * Subject in his presentation convenience , practicality (N=14) * Education for is supportive (N=12) * To resources in reaching convenience (N=11) * Age to the necessity foot fake (N=10) * Use of productive And required (N=10) * Inevitable obligation (N=9) * In education speed increases (N=8) * A far in education important contribution (N=7) * Fun learning provides (N=6) * Education for useful (N=6) * In children curiosity creates, attracts (N=5) * Research desire , ability earns (N=3) * To innovations path opens (N=3) * Qualification And efficiency increases (N=3) * In perception selectivity improves (N=2) * A lot advantageous situations provides (N=2)	142	92.20
	TOTAL	154	one hundred

Primary school administrators expressed positive opinions about the use of computer technologies. Opinions such as " *it supports visual memory, it is of great importance, ease of presentation of the subject, practicality* " came to the fore the most . Participants who had a slightly negative opinion also stated that " *diversity of information creates confusion, if there is no preparation, there is a waste of time, and it allows access to information without effort.* " There were opinions such as:

Table 3.

I. Managers ' Computer Tech . Their Views Regarding Their Concerns About Their Use

OPINIONS		N	%
YES	* Wrong Something don't do that I have fear (N=8) * Previously education not taking (N=6) * Tek.nin fast development anxiety donor (N=5) * Wrong informations available (N=4) * In-service education insufficient (N=4) * Ads existence distressed (N=3) * Initially I was afraid (N=2) * Insufficient i am I think (N=2) * Process before preparation required (N=1) * Complicated use There are cases (N=1)	36	60
NO	* Technology with drink inward i am for I didn't hear (N=8) * Previously information And experience I own (N=7) * None anxiety I didn't hear (N=5) * Trying over time is learned (N=3) * Subject with relating to course I bought (N=1)	24	40

	TOTAL	60	one hundred

In this table, 60% of the participants answered " yes, I experience anxiety ". The group that does not experience anxiety is 40% . Opinion of the participants who experienced the highest anxiety; " I have a fear of doing something wrong ". Another opinion is; " I don't think I'm enough ". The opinion of those who do not experience the highest level of anxiety among the participants is; It has been said, " I have not heard of it because I am in touch with technology ." If we look at the lowest opinion, it was stated that " I took a course on the subject "

T able 4.

I. Computer Tech in Education of Managers . Their Self -Notes About Usage Concerns

NOTES	X	X	X	X	X	X	X	X	X	X
	X	X	X	X	X	X	X	X	X	X
	X	X	X	X	X	X	X	X	X	X
	X	X	X	X	-	X	X	X	X	-
	X	X	-	X	-	X	X	X	-	-
	X	X	-	X	-	-	X	-	-	-
	X	X	-	-	-	-	-	-	-	-
	XXX	X	-	-	-	-	-	-	-	-
	X	X	-	-	-	-	-	-	-	-
	X	X	-	-	-	-	-	-	-	-
	X	-	-	-	-	-	-	-	-	-
	X	-	-	-	-	-	-	-	-	-
	X	-	-	-	-	-	-	-	-	-
	14	10	4	6	3	5	6	5	4	3
POINT				60						

In this table, it was previously explained that anxiety increases as the grades move towards 10. In this case, if we take the average grade of 5 as seen in the table, 34 managers give themselves grades of 5 or above regarding the use of computer technologies; 26 managers gave themselves a score below 5 regarding anxiety.

Quotations about notations can be exemplified as follows;

1. "I gave myself 1. I have no concerns about this. "I think I will overcome the innovations that I may be worried about by getting education." (Y:11)
2. "I would give myself a 2 because I am competent to carry out many administrative and correspondence tasks in our school via computer and internet." (Y:13)
3. "I would give 3. "I do not have sufficient equipment in the field of computer technology." (Y:2)
4. "4 because, it is difficult, but it is not a problem that cannot be prevented." (Y:26)
5. "I give 5 because the information sources are diverse, there are inaccurate and non-standard sites." (Y:6)
6. "I give 6. "I am worried because I have not received sufficient training on this subject." (Y:49)
7. "My anxiety 7. I take many precautions to eliminate the problems, but they are not resolved ." (Y:37)
8. "I would give 8. Because there is no reversal in any mistake and the efforts spent are wasted." (Y:15)
9. "I would give 9 because I think my level is good in this regard." (Y:58)1
10. "I would give 10. "Like not having enough information, not being able to get help, not being able to correct me if I make a mistake." (Y:32)

Table 5.

I. Managers' Computer Tech. Methods They Use to Overcome Usage Concerns.

MAIN THEME THEME N %	
I Overcame My Anxiety	<ul style="list-style-type: none"> * Myself I developed (N=9) * To learn I made time for (N=8) * More _ I researched (N=8) * From the environment by asking I learned (N=7) 38 63.33 * Understanding from people help I bought (N=3) * Subject relating to course I bought (N=1)
my anxiety I couldn't get over it	* My anxiety I couldn't get over it , always innovations happens (N=12) 12 20
I Did Not Experience Anxiety	* Anxiety I did not experience (N=10) 10 16.66
TOTAL 60 100	

In Table 5, 38 participants agreed on overcoming concerns; Methods such as "I improved myself, took time to learn, researched more, learned by asking people around, got help from people who understood, and took courses on the subject" were stated.

that there were 10 participants who said " I did not experience anxiety ", while there were 12 participants who said " I could not overcome my anxiety, there are always innovations ".

Table 6.

I. Computer Tech. Through the Eyes of Its Managers. What are the Suggestions for Overcoming Usage Concerns?

OPINIONS N %
Adequate training should be provided 28 46.66
Opportunity should be given to repeat, practice and apply 14 23.33
Must be convinced of the necessity of its use 6 10
Research should be done 3 5
Users should be made aware 3 5
Users must be willing 2 3.33
Purpose of use must be determined in advance 2 3.33
People to get help should be determined 1 1.66
Time should be allocated for use 1 1.66
TOTAL 60 100

adequate training should be provided " comes to the fore with the highest percentage . The next highest opinion percentage was " the opportunity for repetition, research and application should be given ". The opinions with the lowest rates were as follows: " The purpose of use should be determined in advance, people to get help should be determined and time should be allocated for use ."

Argument

In the research, information on demographic characteristics is presented in Table 1.1, Table 1.2, Table 1.3 and Table 1.4, in line with the questions asked to the participants. In Table 2 participants in training Their opinions regarding the use of computer technologies were stated. Table 3 shows the participants' opinions regarding their concerns regarding the use of computer technologies. Table 4 presents the scores given by the participants regarding the use of computer technologies in education. Table 5 shows the methods used by participants to overcome their concerns about using computer technologies. Finally, Table 6 shows the participants' suggestions for overcoming their concerns about using computer technologies . According to this; When we look at the results of the research, it is seen that administrators with higher seniority in primary school administration have increased concerns about using computer technologies compared to administrators with lower seniority.

Similar findings have been found in many studies as follows; According to Kökdemir 's (1997) research, when the computer anxiety levels of managers were measured, it was determined that managers between the ages of 49-60 were more anxious than managers between the ages of 37-48 and 24-36. Considering that the group with high anxiety would retire soon, they said, "I am no longer away from you." It has been concluded that it is possible that they may act with thoughts such as "I'm over it" or "What good will I do after this age?" and therefore they may avoid the learning process.

School administrators should provide the necessary support to teachers, who play a key role in the education system, and should not be concerned about adapting all kinds of technology (Çevik and Baloğlu, 2007). In a similar study, the attitudes of young administrators and teachers towards computer anxiety revealed more positive results than the attitudes of middle-aged administrators and teachers towards computer anxiety (Karaltürk, 1997). In another study, when the attitudes of teachers over the age of 35 about computer technologies were examined, it was determined that they were more anxious than those under this age (Cambaz, 1999). In another study that reached the same conclusion, it was observed that young people had significantly lower anxiety than older people (Rosen and Weil, 1995).

In a research conducted with teachers, it was found that those who had a bachelor's degree were more likely to use Windows , Word , Power . It has been observed that the level of anxiety they experience when using programs such as point is lower than teachers with associate degree degrees, and it has been concluded that they use such programs more frequently (Eroldoğan, 2007). When we look at another research, it was seen that there is no significant difference between managers' perceptions of their competence in technology leadership and their seniority (Çakır and Aktay, 2018; Dinç, 2019). In another study, it was revealed that a person's ability and desire to use computers in the teaching process is highly related to his or her level of education (Eliaçık , 2006).

It has been determined that school administrators who have worked in schools for 1-10 years are more competent than more senior administrators (Ergishi , 2005). In addition, it was found that managers with 10 years or less experience have lower anxiety towards computer technologies compared to managers with more than 10 years of experience (Bostancı, 2010). Another study found that there was no significant difference in the perceptions of seniority in management and technology leadership competencies (Çakır and Aktay, 2018; Dinç, 2019).

Conclusion And Recommendations

The research findings were examined in line with the problem statement and it was seen that school administrators' concerns about using computer technology should be taken into consideration. A study with similar conclusions concluded that it is necessary to train school administrators who will lead technology so that they can use technology effectively in schools (Turan, 2002). Informal interviews were held with school principals to determine the use of technology and the role of school administrators . In this research, it was stated that the technology to be used within the school is important and necessary, but they have little knowledge about using technology. In addition, it has been emphasized that professional courses should be held so that teachers can improve (Brooks, 1997). As a matter of fact, the same conclusion was reached with the findings obtained in this research. Based on this result, suggestions are made below.

1. This research was conducted with TRNC primary school administrators. Another study may be conducted at the level of middle and high school administrators.
2. Qualitative research method was applied in this research. Another study can be conducted on this subject in which the quantitative research method and the mixed method of quantitative and qualitative methods are used together.
3. In this research, managers were studied. Another study can be conducted to examine the reflection of administrators' anxiety levels on the school environment from student or teacher perspectives.
4. Solutions can be produced by examining the infrastructure in schools of school administrators who are experiencing anxiety.
- 5 . When we look at the programs that train educational administrators, it is seen that there are no elements that will provide technology-related competence. In this context, in-service training, seminars, courses or postgraduate education programs can be organized for school administrator candidates with the support of universities.
6. Technology can be used as a facilitating element in manager selection. In this way, it can be aimed to train managers who are not afraid to use these technologies and who can integrate technology into their institutions.

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