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RESEARCH ARTICLE

The Effect of Teachers' Levels of Use of Information Technologies on Quality of Working Life

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Abstract

This study aims to determine whether the effect of teachers' levels of using information technologies on the quality of working life differs significantly according to various variables and the relationship between the level of using information technologies and the quality of working life. A relational screening model was used in the research. The research sample consists of 228 teachers working in public schools in the city center of Bartın. A personal information form, a scale for determining the level of using information technology, and a quality of work-life scale were applied to 228 teachers. According to the research findings, teachers' use of information level technology literacy and communication in the sub-dimensions at the level of agreement, technology integration into the lesson social ethical, and legal provisions in the sub-dimensions were found to be at the level of agreeing entirely. They are correct in the sub-dimensions of quality of institutional work-life incentive and job fit and partially correct in the sub-dimension of job design. While there is no difference between teachers' use of information technologies and the quality of working life according to the gender variable; A significant difference was found according to the variables of professional seniority, age, education level, and whether receiving a technology-related education before. It was determined that there was a moderate positive relationship between the technology literacy sub-dimension of the level of teachers' use of information technology and sub-dimensions of the quality of work-life, the institutional incentive job design, and person-job fit. It was determined that there was a moderate positive relationship between the technology integration of lesson sub-dimension of the level of using information technology and sub-dimensions of working life quality. The institutional incentive job design and person-job fit While there is a moderate positive relationship between the social ethics and legal provisions sub-dimension of the level of use of information

technology and the institutional incentive and job design sub-dimensions of the quality of work, it was found that there was a low level of positive correlation between the person-job fit.

It was determined that there was a moderate positive relationship between the communication sub-dimension of the level of using information technology and the institutional incentive job design and person-job fit.

Keywords: Technology, Informatics, Quality of Work Life, Teacher

Introduction

The desire of human beings to dominate technology has awakened the desire to dominate nature (Forssell, 2011), many technological movements have occurred. The first industrialization (1760-1830) and the transition of societies from agriculture to mechanization, the second industrialization (1840-1870) that affected individuals and societies in the cultural field, the automation revolutions in the 20th century, called the information or digital age and the globalization in the 21st century have changed the expectations and priorities of the age. More use of technology in daily life makes people's lives easier (İşman, 2008), differentiating their needs. The development of technological tools and their greater involvement in human life leads to the emergence of new channels in accessing information, so it becomes essential for countries to follow technological changes to be successful in their efforts to integrate into the world (Bullock, 2013).

In the 21st century, the rapid development of technology and the greater involvement of societies and individuals, especially students, make technological tools a part of life (Shin & Lee, 2009) and differentiate students' needs and expectations for learning (Prensky, 2001). Therefore, educational institutions have to follow and use technological developments and disseminate these technologies in their institutions (Karal & Bahçekapılı, 2011). Schools are expected to train individuals equipped with technological skills who know the channels of access to information and can use information effectively and adopt the cultural characteristics of the society they live in and transform them into their lives. Therefore, it becomes essential for teachers who carry out educational activities in schools to have expert knowledge (Mishra & Koehler, 2006) and be role models for their students to use information and communication technologies correctly (Jonassen, 2006). Technological changes in the 21st century seem to affect students' cognitive, affective and psycho-motor development. In addition, the level of teachers' use of information technology becomes necessary in creating a satisfactory working life quality (Öztoprak, 2015). In this context, by increasing the quality of the work-life of teachers, the school becomes more effective (Hian & Einstein, 1990), and educational institutions make efforts to benefit from information technologies more because the level of teachers' use of information technology affects their work-life quality and has great importance in terms of student performance and student outcomes.

Social climate, defined as the personality of the environment (Jones, 1997), is the social atmosphere that emerges when individuals interact with each other. The quality of working life reflects the social climate of the individual (Öztoprak, 2015). Beh and Rose (2007) defined the quality of work-life as the humanization of work and put it as the improvement of working conditions that take into account the mental, psychological and social needs of the employee and their physical needs. At the same time, the quality of working life comes to mind as the financial gains of the individual from work, the colleagues with whom he enjoys working, and the happiness he provides as a result of production (Şimşek, Akgemci, & Çelik, 1998).

The individual's giving importance to the work environment and finding his work meaningful are some of the main factors affecting the quality of work life. However, changes in age, career and marital status (Kiernan & Knutson, 1990), economy, physical, psychological, social and individual differences, technological developments, productivity, global competition, goals, and objectives of organizations and beliefs, culture and value judgments, differentiation of educational processes (Yıldırım, 2015), teachers' ability to use technology in educational activities, feeling good (Öztoprak, 2015) can be counted among other reasons that affect the quality of working life.

Educational organizations provide qualified personnel to all sectors of the country and fulfill the duty of transferring society's value judgments from generation to generation. In other words, schools with open and social system characteristics, which are the most widespread institutions in the social structure, are in constant interaction with the environment and shoulder the change in the society with their students, teachers, managers, and assistant workers (Beycioğlu & Aslan, 2010). Therefore, it cannot be thought that schools will not be affected by current technological changes and developments. The 21st century is rapidly advancing towards the century in which technological developments and learning differences are experienced the most. Therefore, schools have to change, restructure and develop their cultural structures (Eroğlu, 2000). As the level of teachers' use of information technology increases, their quality of working life increases, so it becomes an inevitable reality to create a qualified workforce that is necessary for the development of countries and societies and to train individuals who follow technological developments and changes and apply them to their lives. In this context, the level of teachers' use of information technology and their working life quality become important.

For this reason, the research aims to determine the information technologies usage levels of teachers in official primary, secondary, secondary, and other schools (Kindergarten, Special Education Application Center, Vocational Education Center) affiliated with the Ministry of National Education in the city center of Bartın. At the same time, it determines whether teachers' level of use of information technologies affects the quality of working life.

For this purpose, answers to the following questions were sought.

· What is the level of teachers' use of information technology and their working life quality?

· Does the level of teachers' use of information technology and quality of working life differ according to variables such as gender, age, professional seniority, education level? Have you received any education related to technology before?

· Is there a significant relationship between the level of teachers' use of information technology and the variable "Have you received any training on technology before?"

· Is there a significant relationship between the teachers' working life quality and the variable "Have you received any technology-related training before?"

· Is there a significant relationship between the sub-dimensions of teachers' use of information technology and the sub-dimensions of the quality of working life?

Method

Research Model

A relational screening model was used in our study. Among the general screening, model types relational screening model; A research model (Fraenkel & Wallen, 2009) that aims to determine the existence and/or degree of change between two or more variables (Balcı, 2004).

Research Universe and Sample

The research population consists of 2104 teachers in 45 primary schools, 27 secondary schools, 19 secondary education, and 21 other schools (Kindergarten, Special Education Application Center, vocational training center) working in the province of Bartın in 2020-2021 academic year. However, since it is impossible to select a sample due to the pandemic, the research scales were carried out by delivering them to the research universe by digital means. A total of 228 primary schools, secondary schools, and other schools (Kindergarten, Special Education Application Center, Vocational Education Center) teachers who voluntarily participated in the scale questions that were the subject of the research arranged in Google form constitute the sample of the research. This method is the most preferred sampling method, especially in studies where the principle of volunteering is essential (Yamane, 2001). Demographic information of teachers is given in Table 1.

Table 1. *Demographic information*

Variable	Category	**n**	**%**
Gender	Female	137	60,1
	Male	91	39,9
Age	25-29	42	18,4
	30-34	53	23,2
	35-39	68	29,8
	40-44	34	14,9
	45 and above	31	13,6
School type	Primary school	62	27,2
	Secondary school	101	44,3
	Secondary education	47	20,6
	Other	18	7,9
Professional seniority year	1-5	35	15,4
	6-10	63	27,6
	11-15	54	23,7
	16-20	37	16,2
	21 and above	39	17,1
Education level	Undergraduate	162	71,1
	Graduate	66	28,9
Total		228	100

When Table 1 is examined; According to gender, female teachers constitute 60.1% (n=137) of the group, while male teachers constitute 39.9% (n=91) of the group.

According to the age variable; 18.4% (n=42) of teachers are in the 25-29 age range, 23.2% (n=53) are in the 30-34 age range, 29.8% (n=68) are 35-39 years old 14.9% (n=34) are in the 40-44 age range, 13.6% (n=31) are in the 45 and over age group.

According to the school where you work, 27.2% (n=62) of the teachers participating in the research work in primary school, 44.3% (n=101) in secondary school, and 20.6% (n=47) in secondary education, 7.9% (n=18) of them work in other schools (Kindergarten, Special Education Application Center, Vocational Education Center) schools.

When the distribution of teachers according to the variable of professional seniority is analyzed, 15.4% (n=35) of the teachers are 1-5 years, 27.6% (n=63) are 6-10 years, 23.7% (n) =54) 11-15 years, 16.2% (n=37) 16-20 years, 17.1% (n=39) have 21 or more professional seniority.

When the education level variables of the teachers were examined, it was determined that 71.1% (n=162) had undergraduate education and 28.9% (n=66) had graduate education. Teachers' participation in technology-related training is given in Table 2.

Table 2. *Teachers' participation in a technology-related training*

Variable	Category	n	%
Have you attended a technology-related training before?	Yes	156	68,4
	No	72	31,6

Technological tools owned by teachers are given in Table 3.

Table 3. *Technological tools owned by teachers*

Variable	n	%
Smart phone	225	99,1
Laptop	194	85,5
Tablet	114	50,2
Desktop Computer	61	26,9
Other	49	21,6

When Table-3 is examined It was determined that 99.1% (n=225) smartphones, 85.5% (n=194) laptop computers, 50.2% (n=114) tablets, 26%, 9 (n=61) desktop computers and 21.6% (n=49) different technology.

While the maximum 85.5% (n=194) of the teachers' technology was laptop computers, it was determined that at least 21.6% (n=49) had a different technology than the alternatives. Technological tools found in teachers' schools are given in Table 4.

Table 4. *Technological tools available in teachers' schools*

Variable	n	%
Computer	180	79,3
Projector	173	76,2
Smart board	157	69,2
Multifunction printer	151	66,5
Document camera	24	10,6
Other	50	22

When Table 4 is examined, It was determined that 79.3% (n=180) computers, 76.2% (n=173) projectors, 69.2% (n=157) smart boards, 66,5% (n=151) multifunctional printers, 10.6% (n=24) document cameras and 22% (n=50) technological tools that were different from other options. While there are computers at most [79.3% (n=180)] in schools; It was determined that at least [22% (n=50)] had technological tools that were different from other options

Data Collection Tools

Personal information form, teachers' information technology usage level scale, and work-life quality scale were used to collect data regarding the personal information of the teachers, in order, gender, branch, institution, professional seniority, age, education level, have you attended a technology-related training

before, what are the technological tools in your school and what are the technological tools that you own? Is tried to find the variables.

Scale for Determining Teachers' Levels of Using Information Technology

In order to determine the level of teachers' use of information technology, the "Scale for Determining the Level of Use of Information Technology by Teachers" developed by Bayraktar (2015) was used. The scale consists of 4 sub-dimensions: technology literacy (13 items), technology integration into the lesson (16 items), social ethics and legal provisions (5 items), communication (4 items), and a total of 38 items. In the technology literacy sub-dimension, some items include teachers' level of technology literacy, while others measure teachers' proficiency in applying technology to the lesson in technology integration. In the sub-dimension of social ethics and legal provisions, there are items regarding the ethical and moral values of the teacher in the use of technology or its integration into the lesson, while in the sub-dimension of communication, items are measuring the extent to which technology uses technology in communication with parents and students or distance education.

The Cronbach's alpha value, the internal consistency coefficient in the original scale was 0.97, technology literacy 0.95, technology integration into the lesson 0.91, social ethics and legal provisions 0.90, and communication 0.76. The Cronbach alpha value, which is the internal consistency coefficient of this study, was 0.97, technology literacy was 0.95, technology integration into the lesson was 0.90, social ethics and legal provisions were 0.91, and communication was 0.80. The scale is in a five-point Likert type with a rating ranging from strongly disagree to agree.

Intervals used in scoring the Scale for Determining Levels of Information Technology Usage

is as follows:

1.00 –1.79 Strongly Disagree

1.80 –2.59 Disagree

2.60 –3.39 I am undecided

3.40 –4.19 Agree

4.20– 5.00 Totally Agree

Working Life Quality Scale

The "Working Life Quality Scale" developed by Bana (2019) was used to determine teachers' perceptions about the quality of work life. The scale consists of 3 sub-dimensions: Institutional incentive (4 items), Job design (4 items), Person-job fit (4 items), and a total of 12 items. In the sub-dimension of corporate incentives, the extent to which the institution attaches importance to its employees, in the sub-dimension of work compliance, the level of opportunity for the personal and professional development of the employees consists of the physical fitness of the employees in the sub-dimension of job design. Some articles contain whether it was created in a way or not. Finally, the person-job fit sub-dimension includes items on the compatibility of the employee's abilities with his job and the degree to which he can take the initiative.

The Cronbach alpha value and internal consistency coefficient in the original scale were 0.87, for corporate incentive 0.79, job design 0.75, and person-job fit 0.71. The Cronbach's alpha value, which is the internal consistency coefficient of this study, was 0.94, corporate incentive 0.89, job design 0.88, person-job fit 0.86. The scale is in a seven-point Likert type with a rating ranging from Absolutely wrong to Absolutely right.

The intervals used in scoring the Work Quality of Life Scale are as follows.

1.00 – 1.85 Absolutely Wrong

1.86 – 2.71 Wrong

2.72 – 3.57 Partially Wrong

3.58 – 4.43 Undecided

4.44 – 5.29 Partially Correct

5.30 – 6.15 Correct

6.16 – 7.00 Absolutely True

Data collection

The research data were collected in the research organized in google form among 2104 teachers working in the official primary, secondary, secondary, and other (Kindergarten, Special Education Application Center, Vocational Education Center) schools affiliated to the Ministry of National Education in the city center of Bartın in the 2020-2021 academic year. The answers are given to the personal information form. The scale of determining the level of use of information technology and working life quality, which was applied to 228 teachers who voluntarily participated in the scale questions, was collected by WhatsApp, e-mail, etc.

Data analysis

Descriptive statistics of the mean ($\bar{x}$) and standard deviation (sd) were used in the research. Kolmogorov-Smirnov, Shapiro-Wilk normality test was used to analyze the distribution of the data. It was found that teachers' working life quality and levels of using information technology did not show a normal distribution in terms of gender, age, years of professional seniority, and education level variables [$p(0.00) < 0.05$]. Mann-Whitney U and Kruskal Wallis tests were used because they did not show normal distribution. The Mann-Whitney U test was applied to determine between which groups the difference was. The significance level of the applied tests was taken as .05.

Spearman-Brown rank difference correlation coefficients were calculated to determine the relationship between teachers' use of information technology and the quality of working life.

Results

In this section, the findings regarding whether there is a significant difference between the level of teachers' use of information technology and the quality of work-life according to the variables of gender, age, professional seniority and having received a technology-related education before, and the relationship between the level of teachers' use of information technology and the quality of working life. Moreover, teachers' levels of using information technology and its effect on the quality of work-life.

Table 5 shows the descriptive statistics (frequency (n), arithmetic mean ($\bar{x}$), and standard deviation (sd) results) for teachers' levels of using information technology and working life quality.

Table 5. *Descriptive statistics results on teachers' levels of using information technology and working life quality*

Scale	Sub dimensions	n	$\bar{x}$	ss
Using Information Technology Levels Determination Scale	Technology Literacy	228	3,92	0,73
	Technology Integration into Lessons		4,21	0,65
	Social ethics and legal provisions		4,40	0,62
	Communication		4,13	0,71
	Total		4,10	0,65
Working Life Quality Scale	Corporate Incentive	228	5,35	1,12
	Business Design		5,09	1,11
	Person-Job Match		5,93	0,76
	Total		5,40	0,90

When Table 5 is examined, it is seen that teachers' attitudes towards using information technology and its sub-dimensions differ. In the sub-dimensions of using information technology ($\bar{x}$=4.10) and technology literacy ($\bar{x}$=3.92) and communication ($\bar{x}$=4.13), it was observed that their attitudes were at the level of "agree"; It was determined that they were at the level of "totally agree" in the sub-dimensions of technology integration ($\bar{x}$=4.21) and social ethics and legal provisions ($\bar{x}$=4.40). Teachers' use of information technology is higher in the sub-dimensions of technology integration ($\bar{x}$=4.21) and social ethics and legal provisions ($\bar{x}$=4.40).

It is seen that teachers' attitudes differ in the sub-dimensions of quality of working life and sub-dimensions of quality of work-life ($\bar{x}$=5.40), institutional incentive ($\bar{x}$=5.35) and job fit ($\bar{x}$=5.93), while their attitudes are at the "correct" level, job design In the ($\bar{x}$=5.09) sub-dimension, they were found to be at the "partially correct" level. The levels of teachers' attitudes in the sub-dimensions of institutional encouragement ($\bar{x}$=5.35) and job fit ($\bar{x}$=5.93) are higher.

Table-6 shows the results of the Mann-Whitney U test for teachers' use of information technology and the quality of working life according to the gender variable.

Table 6. *Distribution of teachers' levels of using information technology and working life quality by gender variable Mann Whitney U test results*

Scale	Sub dimensions	Gender	n	$\bar{x}$	ss	U	*P*
Using Information Technology Levels Determination Scale	Technology Literacy	Female	137	3,86	0,78	5562,0	0,16
		Male	91	4,01	0,63		
	Technology Integration into Lessons	Female	137	4,20	0,66	6053,5	0,71
		Male	91	4,22	0,65		
	Social ethics and legal provisions	Female	137	4,38	0,69	6198,0	0,94
		Male	91	4,43	0,51		
	Communication	Female	137	4,11	0,74	6110,5	0,79
		Male	91	4,16	064		
	Total		228	4,10	0,65	5727,0	0,29
Working Life Quality Scale	Corporate Incentive	Female	137	5,40	1,07	6011,5	0,71
		Male	91	5,28	1,19		
	Business Design	Female	137	5,10	1,13	6171,5	0,89
		Male	91	5,08	1,08		
	Person-Job Match	Female	137	5,89	0,80	5860,5	0,44
		Male	91	5,98	0,69		
	Total		228	5,40	0,90	6078,5	0,75

When Table 6 is examined, the level of teachers' use of information technology by gender variable, technology literacy (p(0.16)>0.05), technology integration into the lesson (p(0.71)>0.05), social ethics and legal provisions (p(0.94)>0.05) and communication (p(0.79)>0.05) sub-dimensions of working life quality, institutional incentive (p(0.71)>0.05), work design (p(0.89)>0.05), person-job fit (p(0.44)>0.05) sub-dimensions did not make a difference.

Table 7 shows the results of the Kruskal Wallis test for teachers' information technology use levels and working life quality according to the age variable.

Table 7. *Distribution of teachers' levels of using information technology and working life quality by age variable Kruskal Wallis test results*

Scale	Sub dimensions	Age	n	Average rank	χ^2	P	Source of Difference
Using Information Technology Levels Determination Scale	Technology Literacy	25-29	42	151,76	35,73	0,00	1-4, 1-5 2-4, 2-5 3-4, 3-5
		30-34	53	125,01			
		35-39	68	118,56			
		40-44	34	82,31			
		45 and over	31	72,45			
	Technology Integration into Lessons	25-29	42	140,50	17,34	0,02	1-3, 1-4 1-5, 2-4 2-5, 3-4
		30-34	53	125,25			
		35-39	68	113,54			
		40-44	34	86,43			
		45 and over	31	93,79			
	Social ethics and legal provisions	25-29	42	133,13	5,49	0,24	
		30-34	53	110,44			
		35-39	68	111,42			
		40-44	34	100,76			
		45 and over	31	118,02			
	Communication	25-29	42	141,76	19,68	0,01	1-2, 1-4 1-5, 3-4 3-5
		30-34	53	110,06			
		35-39	68	125,25			
		40-44	34	87,97			
		45 and over	31	90,68			
	Total	25-29	42	141,78	2,74	0,95	
		30-34	53	117,69			
		35-39	68	117,19			
		40-44	34	89,36			
		45 and over	31	93,73			
Working Life Quality Scale	Corporate Incentive	25-29	42	123,73	13,06	0,01	1-2, 2-3 2-4
		30-34	53	88,78			
		35-39	68	113,13			
		40-44	34	129,62			
		45 and over	31	132,39			
	Business Design	25-29	42	115,98	3,11	0,53	-
		30-34	53	103,41			
		35-39	68	114,62			
		40-44	34	116,34			
		45 and over	31	129,19			
	Person-Job Match	25-29	42	116,35	9,65	0,04	2-5, 3-5
		30-34	53	97,90			
		35-39	68	109,78			
		40-44	34	122,93			
		45 and over	31	141,50			
	Total	25-29	42	118,68	2,48	0,11	
		30-34	53	96,69			
		35-39	68	112,51			
		40-44	34	122,96			
		45 and over	31	134,36			

When Table-7 is examined, there is no difference in all age groups in terms of teachers' age variable, level of use of information technology, social ethics, and legal provisions (p(0.24)>0.05); There was a significant difference in the sub-dimensions of technology literacy (p(0.00)<0.05), technology integration into the lesson (p(0.02)<0.05) and communication (p(0.01)<0.05). It was found to be. Technology literacy [Kruskal Wallis test: mean rank (151.76)], technology integration into the lesson [Kruskal Wallis test: mean rank (140.50)] and communication [Kruskal Wallis test: mean rank (141.76)] sub-dimensions The level of use of information technology by the teachers in the 25-29 age group is higher than the teachers in the other age groups.

According to the age variable of the teachers, there was no significant difference in the sub-dimension of work-life quality and job design (p(0.53)>0.05); A significant difference was found in the sub-dimensions of encouragement (p(0.01)<0.05) and person-job fit (p(0.04)<0.05). In the institutional incentive sub-dimension, teachers aged 45 and over have a higher quality of working life than teachers aged 25-29, 30-34.35-39 and 40-44 [Kruskal Wallis test: Average rank of 45 and older age group (132.39)], in person-job fit sub-dimension, 45 and over age group teachers have a higher quality of work-life than 30-34 and 35-39 age group teachers [Kruskal Wallis test: 45 and over age group mean rank (141,50)].

The results of the Kruskal Wallis test for teachers' use of information technology and the quality of working life according to the variable of seniority are given in Table-8.

Table-8. *Distribution of teachers' levels of using information technology and working life quality according to the variable of years of professional seniority Kruskal Wallis test results*

Scale	Sub dimensions	Professional seniority year	n	Average rank	χ^2	P	Source of Difference
Using Information Technology Levels Determination Scale	Technology Literacy	1-5	35	142,96	12,37	0,01	1-2, 2-5
		6-10	63	126,37			
		11-15	54	122,78			
		16-20	37	87,68			
		21 and over	39	83,78			
	Technology Integration into Lessons	1-5	35	133,93	2,69	0,61	
		6-10	63	123,60			
		11-15	54	119,14			
		16-20	37	95,82			
		21 and over	39	93,67			
	Social ethics and legal provisions	1-5	35	122,79	20,19	0,00	1-2, 2-3 2-5, 3-5 4-5
		6-10	63	120,87			
		11-15	54	103,21			
		16-20	37	113,19			
		21 and over	39	113,65			
	Communication	1-5	35	134,56	11,98	0,01	1-5, 2-5 3-5
		6-10	63	121,05			
		11-15	54	118,90			
		16-20	37	107,14			
		21 and over	39	86,82			
	Total	1-5	35	130,18	17,55	0,02	
		6-10	63	122,97			
		11-15	54	116,00			
		16-20	37	100,95			
		21 and over	39	94,48			
Working Life Quality Scale	Corporate Incentive	1-5	35	121,51	24,00	0,00	1-4, 1-5 2-4, 2-5 3-4, 3-5
		6-10	63	94,29			
		11-15	54	111,50			
		16-20	37	120,36			
		21 and over	39	139,45			
	Business Design	1-5	35	106,90	11,47	0,02	1-4, 1-5 2-4, 2-5
		6-10	63	109,04			
		11-15	54	115,28			
		16-20	37	115,11			
		21 and over	39	128,49			
	Person-Job Match	1-5	35	128,00	2,86	0,58	
		6-10	63	88,16			
		11-15	54	114,48			
		16-20	37	114,47			
		21 and over	39	144,49			
	Total	1-5	35	118,80	10,46	0,03	
		6-10	63	97,16			
		11-15	54	113,75			
		16-20	37	116,64			
		21 and over	39	137,41			

When Table-8 is examined, there is no difference in the level of using information technology, technology integration into the lesson (p(0.61)>0.05), according to the variable of years of professional seniority; technology literacy (P(0.01)<0.05), social ethics and legal provisions (p(0.00)<0.05) and communication (p(0.01)<0.05), sub-dimensions a significant difference was found. Technology literacy [Kruskal Wallis test: rank average (142.96)], social ethics and legal provisions [Kruskal Wallis test: rank average (122.79)], and communication [Kruskal Wallis test: rank average (134.56) In the sub-dimensions, the level of information technology use of teachers who have just started their profession is higher.

According to the variable of professional seniority of the teachers, there was no difference in the sub-dimension of quality of work-life, person-job fit (p(0.58)>0.05). It was determined that there was a significant difference in the sub-dimensions of corporate incentive (p(0.00)<0.05) and job design (p(0.02)<0.05). In the sub-dimensions of institutional incentive [Kruskal Wallis test: mean rank (139.45)] and job design [Kruskal Wallis test: mean rank (128.49)], teachers with a seniority of 21 and above have a higher quality of work-life than teachers who are new to the profession.

Table 9 shows the results of the Mann-Whitney U test for teachers' information technology use levels and working life quality according to the education level variable.

Table 9. *Distribution of teachers' levels of using information technology and working life quality according to education level variable Mann Whitney U test results*

Scale	Sub dimensions	Education level	n	Average rank	*U*	*P*	Source of Difference
Using Information Technology Levels Determination Scale	Technology Literacy	Undergraduate	162	107,23	4169,00	0,00	1-2
		Graduate	66	132,33			
	Technology Integration into Lessons	Undergraduate	162	107,66	4238,00	0,01	1-2
		Graduate	66	131,29			
	Social ethics and legal provisions	Undergraduate	162	116,54	5015,50	0,45	
		Graduate	66	109,49			
	Communication	Undergraduate	162	110,65	4722,00	0,15	
		Graduate	66	123,95			
	Total	Undergraduate	162	110,52	4359,50	0,02	
		Graduate	66	124,26			
Working Life Quality Scale	Corporate Incentive	Undergraduate	162	111,77	4903,50	0,32	
		Graduate	66	121,20			
	Business Design	Undergraduate	162	116,08	5090,00	0,56	
		Graduate	66	110,62			
	Person-Job Match	Undergraduate	162	112,62	5041,00	0,49	
		Graduate	66	119,12			
	Total	Undergraduate	162	113,49	5133,00	0,63	
		Graduate	66	116,98			

When Table 9 is examined, there is no difference in the level of using information technology, social ethics, and legal provisions (p(0.45)>0.05) and communication (p(0.15)>0.05) sub-dimensions. It was determined that there was a significant difference in the sub-dimensions of technology literacy (p(0.00)<0.05) and technology integration into the lesson (p(0.01)<0.05).

In the sub-dimensions of technology literacy [Kruskal Wallis test: mean rank (132.33)] and technology integration into the lesson [Kruskal Wallis test: mean rank (131.29)] the level of information technology use of teachers with graduate education level compared to teachers with undergraduate education is higher. No significant difference was found in all sub-dimensions of teachers' quality of working life (p(0.63)>0.05).

Have you attended technology-related training before? Table-10 shows the results of the Mann Whitney U test conducted for teachers' information technology use levels and working life quality according to a variable.

Table 10. *The distribution of teachers' levels of using information technology and working life quality according to whether or not they have attended a technology-related training before Mann Whitney U test results*

Scale	Sub dimensions	Have you attended a technology-related training before?	n	Average rank	*U*	*P*	Source of Difference
Using Information Technology Levels Determination Scale	Technology Literacy	Yes	156	132,06	2877,00	0,00	1-2
		No	72	76,46			
	Technology Integration into Lessons	Yes	156	130,73	3084,50	0,00	1-2
		No	72	79,34			
	Social ethics and legal provisions	Yes	156	125,81	3851,00	0,00	1-2
		No	72	89,99			
	Communication	Yes	156	128,85	3378,00	0,00	1-2
		No	72	83,42			
	Total	Yes	156	129,36	2980,00	0,00	
		No	72	82,30			
Working Life Quality Scale	Corporate Incentive	Yes	156	120,83	4629,00	0,03	1-2
		No	72	100,79			
	Business Design	Yes	156	125,16	3952,50	0,00	1-2
		No	72	91,40			
	Person-Job Match	Yes	156	116,50	5303,50	0,49	
		No	72	110,16			
	Total	Yes	156	120,83	4359,00	0,00	
		No	72	100,78			

When Table 10 is examined, have you attended a technology-related training before? according to the variable; teachers' information technology use levels ($p(0.00)<0.05$), technology literacy ($p(0.00)<0.05$), technology integration into the lesson ($p(0.00)<0.05$), social ethics and legal provisions ($p(0.00)<0.05$) and communication ($p(0.00)<0.05$) in all sub-dimensions a significant difference was found. Information technology use is higher for teachers who have received a technology-related education before [Kruskal Wallis test mean rank (yes=129.36, no=82.30)].

Have your teachers attended technology-related training before? While no difference was observed in the sub-dimension of quality of work-life, person-job fit ($p(0.49)>0.05$), institutional incentive ($p(0.03)<0.05$), and job design ($p(0.00)<0.05$) A significant difference was observed in sub-dimensions, quality of work-life of teachers who had previously received technology-related training, institutional incentive [Kruskal Wallis test: mean rank (120.83)] and job design [Kruskal Wallis test: mean rank (125,16)] is higher in sub-dimensions.

The correlation analysis regarding the relationship between the sub-dimensions of the level of information technology use and the sub-dimensions of the quality of work-life is given in table 11.

Table 11 Spearman Brown rank differences multiple correlation analysis results regarding the relationship between the sub-dimensions of the level of information technology use and the quality of work life

Table 11. *Using Information Technology Levels Determination Scale*

			Technology Literacy	Technology Integration into Lessons	Social ethics and legal provisions	Communication	Using Information Technology Levels Determination Scale
Working Life Quality Scale	Corporate Incentive	r	0,340**	0,381**	0,466**	0,447**	
		p	0,000	0,000	0,000	0,000	
		n	228	228	228	228	
	Business Design	r	0,384**	0,398**	0,494**	0,390**	
		p	0,000	0,000	0,000	0,000	
		n	228	228	228	228	
	Person-Job Match	r	0,304**	0,308**	0,262**	0,302**	
		p	0,000	0,000	0,000	0,000	
		n	228	228	228	228	
	Quality of Work Life	r					0,460**
		p					0,00
		n					228

*p<.05, **p<.01

When Table-11 is examined, it is seen that the Spearman-Brown rank differences of teachers in the multi-correlation analysis, the technology literacy sub-dimension of the level of using information technology and the quality of working life are institutional incentive (RX = 0.340), job design (RX = 0.384) and person-job fit (RX =0.304) sub-dimensions were found to be moderately positive. 0.308) sub-dimensions were found to be moderately positive.

While there is a moderately positive relationship between the social ethics and legal provisions sub-dimension of the level of use of information technology and the institutional incentive (rx=0.466) and job design (rx=0.494) sub-dimensions of the quality of working life, person-job fit (rx=0.262) sub-dimensions. It was found that there was a low level of positive correlation between

It was determined that there was a moderate positive relationship between the communication sub-dimension of the level of information technology use and the sub-dimensions of institutional incentive (rx=0.447), job design (rx=0.390), and person-job fit (rx=0.302) of the quality of work life. It was determined that there is a moderate positive relationship between the level of work-life and the quality of work-life (rx=0.460). (Büyüköztürk, 2010).

Table 12 of the multiple regression analysis regarding the prediction of the sub-dimensions of the level of use of information technology and the sub-dimensions of the quality of work-life is included.

Table 12. *Multiple regression analysis results regarding the sub-dimensions of the level of use of information technology to predict the sub-dimensions of quality of work life*

	B	st	β	t	*P*	R	F	R^2
Technology Literacy	-0,009	0,14	-0,007	-0,062	0,95			
Technology Integration into Lessons	-0,087	0,18	-0,061	-0,477	0,63			
Social ethics and legal provisions	0,427	0,12	0,289	3,403	0,00	0,449	14,11	0,188
Communication	0,344	0,14	0,264	2,34	0,02			
Corporate Incentive	0,028	0,066	0,500	0,421	0,67			
Business Design	0,139	0,058	0,245	2,415	0,01	0,376	12,32	0,130
Person-Job Match	0,095	0,082	0,115	1,161	0,24			

When Table-12 is examined, the R^2 Adjusted value, expressed as the model's explanatory power, was found to be 0.188 at the level of information technology use, and the R^2 Adjusted value for the quality of working life was found to be 0.130. It has been determined that the level of teachers' use of information technology affects the sub-dimension of job design ($p(0.01)<0.05$) of quality of work-life by 13%. It was found that 18.8% of the quality of working life, the level of using information technology affects social ethics and legal provisions ($p(0.00)<0.05$) and communication ($p(0.02)<0.05$ sub-dimensions

Conclusion and Discussion

The rapid course of technological developments, the globalization process, the changing needs of individuals or societies, the importance of qualified human resources become an indispensable reality for countries and societies to keep up with the changing world and survive. It is seen that the level of teachers' use of information technology has become very important for students to gain 21st-century skills (Bullock, 2013). For this reason, the importance of educational institutions emerges. It becomes imperative for teachers to enrich their skills and levels in discovering, using, and using new educational technologies to meet the learning needs of students and raise qualified individuals for society. In addition, the level of teachers' use of information technology affects their quality of work-life, changes their feelings of satisfaction and pleasure from work. Therefore it is an important factor in raising qualified human resources by affecting the aims and objectives of educational activities.

The level of information technology use of teachers working in secondary schools affiliated to the Ministry of National Education and the level of its effect on the quality of working life, whether there is a significant relationship between the level of information technology use and the quality of working life and what the degree of Impact is gender, age, years of professional seniority, education level. and whether have received a technology-related education before, whether there is a significant difference according to its variables, and the relationship between the level of information technology use and the quality of working life; It was determined that the sub-dimensions of technology literacy ($\bar{x}$=3.92) and communication ($\bar{x}$=4.13) were at the level of agreement. It can be said that teachers are technology literate at a certain level. In addition, within the scope of the school-parent union, they can communicate with parents digitally and provide their students with the educational materials they have designed by e-mail, etc. It can be said that they can send using vehicles. It was determined that they agree on the sub-dimensions of technology integration ($\bar{x}$=4.21) and social ethics and legal provisions ($\bar{x}$ =4.40). It can be said that teachers can use technology in the classroom while performing educational activities in schools and have ethical values in using technology. Demiraslan and Usluel (2005) concluded that most teachers could use the computer, but

they do not carry out any integrating information and communication technologies into the learning and teaching process. Eroldoğan (2007) attributed the teachers' lack of sufficient knowledge and skills to use instructional technologies to their low use level. Çoklar (2012) found that teachers' information and communication technology competencies are advanced. In the study conducted by Türk (2012), 65.59% of teachers consider themselves sufficient in using instructional technologies in their lessons, while 34.4% do not.

In our research, it can be said that the level of teachers' use of information and communication technology is sufficient. It can be said that organizing seminars on the level of using information technology in in-service training or giving weight to seminars on the level of using information technology in in-service training effectively increase the level of using information technology.

A person spends most of his time at work, and his productivity increases to the extent that he is happy in his work. In this context, the quality of working life is the creation of work conditions that will provide satisfaction to the employees. Factors such as the job structure, wages, working conditions, technology used, employee satisfaction and motivation, employment security, and social justice are seen as the determinants of the quality of working life (Can, 1991). Quality of working life can also be affected by demographic characteristics such as age, gender, marital status, ethnic group, religion and sect, and education level (Lowe, 2001).

In our study, it was determined that teachers were at the right level in the sub-dimensions of quality of work-life, institutional encouragement ($\bar{x}$=5.35), and job adaptation ($\bar{x}$=5.93) and partially correct in the sub-dimension of job design ($\bar{x}$=5.09). In the sub-dimension of institutional encouragement ($\bar{x}$=5.35), school administrators develop satisfactory working conditions, appreciate their teachers, give importance to their ideas, allow teachers to use their talents. In the sub-dimension of job fit ($\bar{x}$=5.93), school administrators trust their teachers. In the sub-dimension of job design ($\bar{x}$=5.09), the teacher's ability to be in control while performing the educational activities, the teacher's awareness of his potential and the knowledge of which educational activity to do, the physical appropriateness and perfection of the working environment, the responsibility and authority of the teacher It was concluded that the same level of education affects teachers' working life quality. Bana (2019) found that the sub-dimension of job design shapes the quality of work-life, while the sub-dimension of person-job fit positively changes the quality of work life. Yüksel (2004), in his study with the participation of 71 nurses, concluded that the work done by nurses by their capacities has a positive effect on the quality of working life. In this respect, our work overlaps.

In our study, the variables of gender were related to the level of teachers' use of information technology (p(0.29)>0.05) technology literacy (p(0.16)>0.05) technology integration into the lesson (p(0.71)>0,05) social ethics and legal provisions (p(0.94)>0.05) and communication (p(0.79)>0.05) sub-dimensions. Roza (1994) examined secondary school teachers' computer literacy and attitudes towards computers and found that male teachers ($\bar{x}$=10.33) had higher computer literacy than female teachers ($\bar{x}$=8.61). İşman (2002), books and similar written materials by female teachers; On the other hand, it has been determined that male teachers use new technologies more. Eli Küçük (2006) found that male teachers are more open to using technology than females and are more open to improving themselves in this regard. Hacısalihoğlu (2008) examined teachers' use levels according to various variables and found a significant difference between their use levels only according to gender. Keskin (2008) concluded that there is a significant difference in favor of male teachers between being "Information Technologies Literacy." Verim (2013) concluded that there is a significant difference in using information technologies (internet, tablet and smart board, etc.) according to the gender variable, which favors male teachers. The results of our research do not overlap with the studies of Roza (1994), İşman (2002), Elikucuk (2006), Hacısalihoğlu (2008), Keskin (2008) and Verim (2013). Vedi (2013) determined no statistically significant difference between the level of using information and communication technologies of female administrators working in secondary schools and male administrators. In this respect, our work overlaps.

In our study, the variables of gender were found to affect teachers' quality of work-life (p(0.75)>0.05) institutional incentive (p(0.71)>0.05) job design (p(0.89)>0.05) and person-job fit (p(0.44)>0.05) sub-dimensions did not make a difference. In our research, it can be said that all sub-dimensions of teachers' working life quality are affected by information technology because the level of teachers' use of information technology does not make a difference according to the gender variable and in all sub-dimensions. Bana (2019) found that the gender variable did not differentiate between the quality of working life and all its sub-dimensions. In this respect, our work overlaps.

In our study, While there was no difference in the sub-dimension of social ethics and legal provisions, according to the age variable, the level of teachers' use of information technology (p(0.24)>0.05) technology literacy (p(0.00)<0.05) technology integration into the lesson (p(0.02)<0.05) and communication (p(0.01)<0.05) sub-dimensions between were different. The level of teachers' use of information technologies, their knowledge about social and legal obligations (copyright, privacy, cybercrimes, information accuracy, and source, etc.), technology literacy [Kruskal Wallis test: average rank (151,76)], technology integration into the lesson. In the sub-dimensions of [Kruskal Wallis test: mean rank (140.50)] and communication [Kruskal Wallis test: mean rank (141.76)]. It was concluded that 25-29 age group teachers' use of information technology is higher than teachers in other age groups. It can be said that teachers in the 25-29 age group benefit more from information technologies in their daily lives and educational activities. On the other hand, it can be said that the reason why 25-29 age group teachers are more inclined to use information technologies is the effect of adapting information technologies to their personal and professional lives more effectively. According to the age variable, Kara (2011) determined differences in teachers' proficiency in using information and communication technologies. It has been concluded that the level of information and communication technologies use of teachers under the age of 30 is higher than the teachers above the age of 31-40, 41-50, and 51 years. In this aspect, our study overlaps.

In our study, it was determined according to the age variable of teachers' quality of work-life that there was a significant difference in the sub-dimensions of institutional incentive (p(0.01<0.05) and person-job compatibility (p(0.04)<0.05) no difference was found in the sub-dimension of job design (p(0.53)>0.05). Bana (2019) found that employees aged 46 and over in the sub-dimension of job design differed positively from those under 25 and between 26-35. In the institutional incentive sub-dimension, 45 and over age group teachers have a higher quality of working life than 25-29, 30-34, 35-39 and 40-44 age group teachers [Kruskal Wallis test: 45 and over age group mean rank (132,39). In the person-job fit sub-dimension, the 45 and over age group teachers have a higher quality of work-life than the 30-34 and 35-39 age group teachers [Kruskal Wallis test: 45 and over age group mean rank (141,50)]. The working life quality of 45 and over age group teachers' work experience and experience in their professional life It can be said that it is a factor in the high tee. Bana (2019) found that in the person-job fit dimension, employees aged 46 and over differ on average positively from those aged 26-35. This result is consistent with our study.

A significant difference was found between the groups according to the variable of professional seniority of the teachers. Level of using information technology, technology literacy (p(0.01)<0.05) social ethics and legal provisions (p(0.00)<0.05) and communication (p(0.01)<0 ,05) sub-dimensions were found to be significantly different. Technology literacy [Kruskal Wallis test: average rank of 1-5 professional seniority years (142.96)] social ethics and legal provisions [Kruskal Wallis test: average rank of 1-5 professional seniority years (122.79)] and communication In the sub-dimensions of [Kruskal Wallis test: 1-5 years of seniority (134,56)] the level of information technology use of teachers who have just started their profession is higher. It can be said that teachers who have just started their profession (1-5 years of seniority) have more knowledge about information technologies, have higher skills in using new technologies, and adapt quickly to innovations in information technologies compared to experienced teachers (21 and above seniority years). In the sub-dimension of technology integration into the lesson, no differences were found in all groups (p(0.61)>0.05). It can be said that teachers in all seniority groups benefit from technologies while performing educational activities in their classrooms. Varış (2008), determined that teachers' seniority is an effective

variable in information technology literacy. He found that teachers with lower seniority had higher scores. İşman (2002), found that teachers working for 15 years or less use technology materials more than more senior teachers. Eli Küçük (2006) found that teachers with 20 or more years of experience use technology less. These results are consistent with our study. Forssell (2011) found no significant differences in teachers' self-confidence towards technology use according to the variable of seniority.

While a significant difference was found in the sub-dimensions of the quality of working life, institutional incentive (p(0.00)<0.05) and job design (p(0.02)<0.05) according to the variable of the teachers' professional seniority; person-job fit no difference was found in the sub-dimension (p(0.58)>0.05). Institutional incentive [Kruskal Wallis test: Average rank of 21 and above years of seniority (139,45)] and job design [Kruskal Wallis test: 21 years and more years of senority] tensions of rawere(128.49)] the quality of working life of teachers with a seniority of 21 and above is higher.

While there was no difference in the level of using information technology according to the education level variable of the teachers, in the sub-dimensions of social ethics and legal provisions (p(0.45)>0.05) and communication (p(0.15)>0.05) A significant difference was found in the sub-dimensions of technology literacy (p(0.00)<0.05) and technology integration into the lesson (p(0.01)<0.05). Technology literacy [Kruskal Wallis test: graduate rank average (132.33)] and technology integration into the lesson [Kruskal Wallis test: graduate rank average (131.29)] the level of using information technology of teachers with graduate education is higher than teachers with undergraduate education. It can be said that the fact that they use information technologies more and have a high awareness of developing technology both in writing articles and in literature and thesis studies can be said to be factors in the emergence of the difference. Isman (2002) found that the rate of using technological materials increases as the education level of teachers increases. Varış (2008) study on technology use skills, graduate education found that teachers at the education level are more successful than teachers at other education levels. Kara (2011) found differences in teachers' information and communication technology competencies according to their education levels. In this respect, our work overlaps.

According to the education level variable of teachers, the quality of working life (p(0.63)>0.05) institutional incentive (p(0.32)>0.05) job design (p(0.56)>0.05) and person-job fit (p(0.49)>0.05) no difference was found in all sub-dimensions. Teachers are rewarded for their success, appreciated in the workplace, managers give importance to their ideas, given a chance to use their talents at schools and show my creativity, the working environment is physically suitable, the working environment is perfect in all respects, the level of responsibility and authority are given to the job is the same, the control is completely self-contained. It has been concluded that the fact that it belongs to and trusts itself in every subject in the workplace does not make any difference according to the undergraduate and graduate education levels.

According to a variable, "Have you received any technology-related training before? teachers' level of using information technologies (p(0.00)<0.05), technology integration to the lesson (p(0.00)<0.05), technology literacy (p(0.00)<0.05) , social ethics and legal provisions (p(0.00)<0.05) and communication (p(0.00)<0.05) in all sub-dimensions were found different. Information technology use is higher for teachers who have previously received a technology-related education [Kruskal Wallis test mean rank (yes=129.36, no=82.30)]. Teachers' academic life, in-service training or personal development, or taking both formal and online training by attending private courses may be a factor in the difference in using information technologies.

According to the variable, "Have you received any technology-related training from your teachers before?", there was no difference in the person-job fit (p(0.49)>0.05) sub-dimension of the quality of work life. Institutional incentive (p(0.03)< 0.05) and job design (p(0.00)<0.05) there is a significant difference in the sub-dimensions: Quality of working life of teachers who have received technology-related training, institutional incentive [Kruskal Wallis test: mean rank (120,83)] and job design [Kruskal Wallis test: mean rank (125,16)] sub-dimensions: Quality of working life, age, career and marital status (Kiernan & Knutson, 1990), technological developments, differentiation of educational processes (Yıldırım, 2015), teachers' ability to use

technology in educational activities, etc. Having a prior education about technology makes it easier for teachers to follow technological developments and use technology in educational activities, making it easier to work. It causes a significant difference in the sub-dimensions of institutional incentive (p(0.03)<0.05) and job design (p(0.00)<0.05) in the quality of work life.

A significant relationship was determined between the level of teachers' use of information technology and the quality of working life. It has been determined that there is a moderate positive relationship between the technology literacy sub-dimension of the level of using information technology and the institutional incentive (rx=0.340) job design (rx=0.384) and person-job fit (rx=0.304) sub-dimensions of the quality of work life. With the literate sub-dimension, teachers have the ability to reinstall an operating system, make changes such as resolution and size on a picture, format portable memories (disks), file formats (mp3-wav, avi-mpeg, bmp-jpg, etc.) to be able to make video calls from the internet, to prepare a presentation using multimedia elements, to use an antivirus program effectively, to use wireless networks (wireless, Bluetooth, infrared, etc.) in planning educational activities in schools, rewarding teachers, giving importance to their ideas and being appreciated; designing materials that will support them, knowing that preparations should be made before using technology in the lessons, choosing and using different technologies for different gains, producing alternative solutions to the problems they may encounter during the use of technology in the lesson, downloading and editing instructional materials from the internet, ready-made educational software (animation, simulation, package tutorial, etc.) downloading and using the computer, using technology to support the individual learning of students, using materials in accordance with the principles of instructional design while designing materials. It has been determined that there is a moderate positive relationship between the levels of the following websites that can contribute to my professional development.

It was determined that there was a moderate positive relationship between the technology integration sub-dimension of the level of use of information technology and the institutional incentive (rx=0.381) job design (rx=0.398) and person-job fit (rx=0.308) sub-dimensions of the quality of working life. With the sub-dimensions of incentive, job design, and person-job harmony, planning educational activities in schools, rewarding teachers, giving importance to their ideas and being appreciated, in other words, their working life quality and knowing which teaching material should be used while conducting educational activities, designing materials that will support centered activities, knowing that preparations should be made before using technology in the lessons, choosing and using different technologies for different gains, producing alternative solutions to the problems they may encounter during the use of technology in the lesson, downloading and editing teaching materials from the internet. It is found that there is a moderate positive relationship between the levels of downloading and using ready-made educational software (animation, simulation, package tutorial, etc.) on the computer, using technology to support students' learning, acting by the principles of instructional design while designing materials, and following sites that can contribute to my professional development.

While there is a moderately positive relationship between the social ethics and legal provisions sub-dimension of the level of use of information technology and the institutional incentive (rx=0.466) and job design (rx=0.494) sub-dimensions of the quality of working life, person-job fit (rx=0.262) sub-dimensions, with the sub-dimension of social ethics and legal provisions, teachers should not accept and question the accuracy of every information on the internet, should know that they should indicate the source of the information they use, act according to legal responsibilities regarding copyrights, pay attention to the sharing and confidentiality of personal information. Being aware of the responsibilities that my posts in social media bring to them, knowing and paying attention to cyber crimes, being rewarded for their success, feeling appreciated in the workplace, giving importance to the ideas of the managers, being given a chance to use their skills and show their creativity in the workplace, While there is a moderate positive relationship between being physically fit, the working environment is perfect in every aspect, the responsibility given to the job and the same level of authority; It has been found that there is a low level of positive correlation

between the person-job fit sub-dimension and teachers' realizing their potential about their job, knowing what my job is, and being entirely in control of their work.

It was determined that there was a moderate positive relationship between the communication sub-dimension of the level of information technology use and the sub-dimensions of institutional incentive (rx=0.447), job design (rx=0.390), and person-job fit (rx=0.302) of the quality of work life. With this, teachers can create and apply online exams to their students, use online systems to communicate collectively with parents and students, guide students in the active use of e-mail groups, share educational sharing with their students in social networks, plan educational activities in schools, reward teachers, express their ideas. In other words, they need to know what teaching material should be and have the skills to use it, design materials to support student-centered activities, use technology in lessons to know that they need to be prepared first, choose and use different technologies for different gains, to produce alternative solutions to the problems they may encounter during the use of technology in the lesson, to download and to organize instructional materials from the internet, installing and using ready-made educational software (animation, simulation, package tutorial, etc.) on the computer, students' individual It has been determined that there is a moderate positive relationship between using technology to support their learning, acting by the principles of instructional design while designing materials, and following sites that can contribute to my professional development.

It has been determined that there is a moderate positive relationship between the level of information technology use and the quality of work-life (rx=0.460).

The R^2 Adjusted value, which is expressed as the model's explanatory power, was 0.188 at the information technology usage level, and the R^2 Adjusted value was 0.130 for the working life quality. It has been determined that the level of teachers' use of information technology affects the sub-dimension of job design ($p(0.01)<0.05$) of quality of work-life by 13%. It was concluded that 18.8% of the quality of working life, the level of using information technology affects social ethics and legal provisions ($p(0.00)<0.05$) and communication ($p(0.02)<0.05$) sub-dimensions.

Suggestions

According to the results of the research, the recommendations are as follows:

1. For the 30-34 and 35-39 age group and especially the 40-44 and 45 and over age group, teachers can use information technologies, hardware, software, technology integration into the lesson, material development, and using new technologies, technology literacy, etc. In-service pieces of training or lessons and seminars can be organized on these subjects.

2. Seminars can be organized with in-service pieces of training or lessons, or pieces of training can be given under the guidance of technology and design teachers so that teachers with 21 or more seniority years can learn more about information technologies, increase their skills in using new technologies, and adapt more quickly to innovations in information technologies.

3. In order to increase the level of technology literacy of teachers at the undergraduate level and to use information technology in technology integration into the lesson, more advanced and more practical training can be provided, and facilitating and encouraging practices can be applied for them to take postgraduate.

4. In order to increase the level of teachers' use of information technology, information technology lessons can be given, especially in pedagogical education, within the framework of cooperation between YÖK and the Ministry of National Education.

5. In the sub-dimension of institutional incentives, 25-29, 30-34, 35-39 and 40-44 age groups, 30-34 and 35-39 in the person-job fit sub-dimension, and in the job design sub-dimension of teachers and teachers who have just started their profession. In order to increase the quality of working life, teachers can be rewarded for their success, appreciated, given importance to their ideas, given a chance to use their talents and show their creativity, and to realize the potential of their work and to be in control of their educational activities.

6. Social activities in higher education, student societies, etc. related to the use of information technology and the quality of working life. A study can be made according to the variables.

7. This study can contribute to the literature, and a standard can be brought by making this study more comprehensive in Turkey.

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