

THE VIEWS OF ADMINISTRATORS' REGARDING THE USE OF TECHNOLOGY IN EDUCATION

Roland Ndukong Tangiri¹, Fatma Köprülü^{2*}

¹Near East University, rolandndukongtangiri@gmail.com

²Near East University, fatma.koprulu@neu.edu.tr

Correspondence: fatma.koprulu@neu.edu.tr

Abstract

The goal of this study was to look at the perspectives of administrators at public and private secondary and high schools in the Turkish Republic of Northern Cyprus on the use of technology in education. To adequately study this topic, a qualitative method was used with semi-structured interview questions as the data-gathering technique. The study's participants were 34 administrators who worked during the Spring semester of the 2020-2021 academic year. These individuals were chosen at random from the several schools that volunteered to take part in this study. "Zoom and Google Meet" applications were used to conduct the interviews with the participants. This study included more females than males, with the bulk of participants coming from public schools. According to the findings, the majority of students took part in visual tracking Slide Share presentations. Finally, the data revealed certain benefits of using technology, such as quick learning and access to materials, as well as some drawbacks. Regarding the drawbacks, most participants called for an increase in the standard of student assessment. Teachers may be skeptical of the feedback they receive during evaluations that are not done on camera.

Keywords: administrators, feedback, technology usage, education.

Introduction

School administrators confront numerous hurdles throughout their professions. The rapid outbreak of Coronavirus (SARS-CoV-2) known as Covid-19 rocked the entire world, especially in early 2020. The education industry was thrown into disarray as a result of this situation, and school administrators were pressured to switch to an online management model in a matter of seconds. It happened out of nowhere, and most of the administrators were caught off guard. Technology's impact on education cannot be overstated, since it has enhanced access, productivity, and the effectiveness of online administration and education. New issues have emerged as a result of online possession and education, compelled administrators to seek solutions to issues like laptop and Internet connectivity keeping educators, learners, and family members engaged, preserving the standards of assessments, maintaining education and parenting, and many others.

Technology in education delivers materials, knowledge, interaction, student engagement, and improved educational reform to schools (Desai, 2010). In the past, most classrooms were lecture-based, and professors were the ones who provided all of the materials. Teachers now are more of a guide, a partner, a coach, and a companion in acquiring talents and expertise than they are a core source of learning and knowledge (Mascolo, 2009). During this epidemic, the introduction of online learning in education would enable students in the classroom to become more interested in the educational process. Learners can be more engaged, self-reliant, and student-centered rather than just teachers being the center of

attention. Students have options for how they access, generate, and apply knowledge. Students will be more likely to succeed while studying at home and will have a higher degree of confidence as a result of this. Technology in education has been shown to have a favorable impact on a student's education process and academic performance (Mbugua et al., 2015). Technology will have a huge impact on education when it is integrated with appropriate teacher methods of teaching.

Technology in education has quickly become one of the fundamental building blocks of modern civilization, and learning the fundamental concepts and skills of technology is at the heart of education, alongside numeracy, reading, and writing, is critical (UNESCO, 2002).

During this pandemic, the demanding idea of integrating technology into the learning process has created a pressing need for school principals to successfully use appropriate distant learning technologies in their schools. According to Flanagan and Jacobsen (2003), several factors contributed to the ineffectiveness of technology integration in schools, including the school principal's vision and belief in the integration of distance learning technology, a lack of foresight in the institution as an organization in promoting the integration of technology in active learning, a lack of financial resources, and teacher skill in distance education technology. According to Albugami and Ahmed (2015), many school leaders still have insufficient understanding and capacities when it comes to properly incorporate technology into instructional methods. A solution for adopting online education, and teachers and school administrators can utilize it to conduct out learning online (Naibaho, and Ambrosia, 2019). According to Hayes (2006), distant learning requires the support of the school leader to be successful. In this setting, school leaders must be equipped and have prior knowledge of the abilities, talents, and capacities that technology may provide in the classroom. Even if the school has vast resources and advantages that would aid in the integration of technology in distant learning, this advantage cannot be realized to its maximum capabilities without the support and values of the school principal.

It is widely accepted that the first significant endeavor of all people in leadership roles in schools should be to improve the quality of learning and teaching. The school principal's opinions and attitudes in applying the remote learning model, as a pedagogical director, can have a considerable impact on the success of the learning and teaching process during the COVID-19 pandemic. Administrator. Microsoft Teams, Zoom, and other online learning management systems are among the information technologies used to enable online learning adoption during the Pandemic. Managers, educators, and learners had many complaints about the unpreparedness of the resources they owned after a few months of adopting online learning. Before doing online teaching, instructors must arrange teaching materials and tutorial videos (Digeyasa and Naibaho 2020). The use of proper educational programs and education platforms would assist students in both the short and long term, and it is commonly acknowledged that school principals must take the lead and drive this effort. The utilization of information technology in assessment tasks through online learning systems demonstrates its usefulness in helping learning and assessment when used effectively and with sufficient carrying capacity (Nadeak and Naibaho 2020). According to Hargreaves 2020, when school resumes, the principal will have to realize that technology has both aided and profoundly altered the learning process. The school leadership has radically and hopelessly changed as a result of everyday distant learning. It is, however, a critical and vital influence in keeping the education system running in the year 2020. The process of managing learning can be defined as the process of organizing planning, regulating (guiding), and assessing activities connected to the learner's learning process by incorporating numerous aspects to achieve goals (Nadeak

and Naibaho 2020). The instructor carries out several steps of activities spanning from planning learning, arranging to learn, guiding, and assessing the teaching carried out when it comes to managing learning (Pedaste, 2015). The concept of learning administration can be construed broadly in the sense that it encompasses all activities related to teaching students, from teaching planning to learning evaluation according to the authors (Macfadyen and Dawson, 2010). Principals are increasingly isolated leaders who are separated from the teachers and workers they supervise. Separated from the other students by a considerable distance. For principals, this is a difficult, strange, odd, and unpredictable situation. As a result, the well-being of the administrators should be one of their top objectives in order for them to remain healthy and pillar the academy's members. Because leading distant learning needs support and help from families and the society around the institution, parental and neighborhood leadership became increasingly important.

Statement of the problem

The teaching and learning process must not stop. For some few months now, the activities of schools have been going on at a distance. Facilitated through the usage of technology. School administrators had to take an impromptu turn to technology in order to continue with the management of the school; give instructions, direct, guide, and assess. The notion of whether the usage of technology influences education positively or negatively has been limited. Reason why the researchers decided to carry on a study on the perception of school administrators on the usage of technology in education.

Aim of the study

This research aims to analyze the school administrators' point of view on the usage of technology in education. It will bring to light the advantages and disadvantages of the use of technology in education.

Using information technology to facilitate educational activities presents several opportunities and difficulties (Rapanta et al., 2020). As a result, examining the benefits and drawbacks of using technology in education will aid in raising educational standards.

Research Questions

The research was guided by the following questions;

- 1) What are the views of administrators on the use of technology in education?
- 2) What are the advantages and disadvantages of the use of technology in education?
- 3) What should be done to improve the use of technology in education?

Method

Research Model

The study was carried out in a qualitative approach. Qualitative research methodologies, according to Merriam (1998), are exclusively ideal for recognizing the value that participants attach to events that they encounter, which is why they were used for this study.

Universe and Sampling

Administrators from public and private colleges in Nicosia, Turkish Republic of Northern Cyprus, who volunteered to participate in this study are the participants. 34 administrators agreed to participate in this study.

These meetings lasted for an average of an hour per participant. The demographic variables obtained are listed in table 1 below.

Table 1.

The participant's demographical variables

Demographical Variables		f	%
Gender	Male	12	35.3
	Female	22	64.7
School	Public	20	58.8
	Private	14	41.2
Teaching Experience	16-20	10	29.4
	21- 25	13	38.2
	25 and over	11	32.4
Total		34	100

Table 1. shows that the majority of the participants came from public schools. The female gender took part more than the male gender. Most of the participants had taught for twenty-one to twenty-five years. In all, thirty-four participants took part in this study.

Data Collection Tools

These semi-structured interview questions were created by the study's goal and primary research questions. Three demographic questions were included in these questions. Then five questions are related to the primary research questions that was done to obtain administrators' in-depth perspectives on the usage of technology in education.

Data Collection Methods and Process

"Zoom and Google Meet" interviews were used to allow participants to answer the interview questions at a time that was convenient for them. The attendees were allowed to express their opinions throughout these discussions. Codes ranging from A.1 through A.34 were used to document the meeting. The researchers reviewed the recordings after all of the subjects had been interviewed to come up with the findings.

Validity and Reliability

During data collection and analysis, the researcher protected the participants and their data to ensure that the study's reliability and validity. No personal information was required; such as names or dates of birth. To assure the research's validity, the researcher followed some key steps. The reliability of data interpretation determines the validity of a qualitative investigation (Eisenhart and Howe, 1992).

Data Analysis

The data was written and analyzed using descriptive research methodology, which is known to be one of the approaches of qualitative data analysis. The statements from the interviews were explicitly used while applying the descriptive-analytical model. For each question in the interview recorded participants' responses were categorized into related themes. According to Yıldırım and Şimşek (2013), the results can be created by examining the data within the selected theme and considering the cause-effect relationship. The writers agreed on the patterns that might be derived from the responses after verbatim transcription of the responses.

Findings and Comments

Table 2.

The participants view of technical problems

Technical Problems	f	%
Screen freeze	15	25
Can't share their screen	13	21.7
Loose connection	12	20
Visual problem	9	15
Lack of appropriate content on devices	7	11.7
Need activation	4	6.6
Total	60	100

Table 2 presents the analyzed technical problems in view by the administrators. The views of the administrators were mostly on how their students were affected. That was professional for them as they have their students' interest. The problems highlighted were; screen freezing during lessons, difficulties in sharing their screen during presentations. Loss of or low connection, visual problems, lack of appropriate content on devices and the need to activate or motivate them.

In it all, screen freezing seems to be the most technical problems faced by the students, followed by their screen sharing during presentations and loss of internet connections during lessons.

"I would like to say that the students' screens freeze and because of the internet they used to lose their connection especially at the beginning of online education (A:17)."

"When the students are asked to prepare and present a PowerPoint presentation, it seemed that they couldn't share their screen (A:30)."

Table 3.

The participants view of the activities done during online

Activities	f	%
Presentation of visual tracking slide share	19	25
Listening activities	17	22.4
Watching videos	15	19.7
Sharing question-answers	15	19.7
Sharing the book with the students	10	13.2
Total	76	100

Table 3 presented the activities done online. According to the administrators, most of the students had the opportunity to follow the above activities during an online class. Most of them were active in the presentation of visual tracking slide sharing, followed by listening

activities. Watching videos and sharing question-answers was the next most participated activity while sharing the book with the students was the last activity that students were interested in.

“During online education, the students had the opportunity to do listening activities and watching videos even if they lost their connection because their teacher used to send the link to them so, during the lockdown, I can say that our students had the chance to practice their listening and speaking skills (A:28).”

“Most of the students in our school could follow their lessons easily because sharing the book with the students was obligatory (A:21).”

Table 4.

The positive impact of online education on the learning process

Positive impact	f	%
Quick access to information	12	26.1
Quick learning	12	26.1
Being self-confident	10	21.7
Ease of classroom management	7	15.2
Permanent learning	5	10.9
Total	46	100

Table 4 brought out some advantages of online education. From the administrators' point of view, online learning had some advantages. Quick learning and access to information were regarded as the main advantages of online education. Followed by the development of the students' self-confidence. The ease of classroom management during online education was the next advantage, while permanent learning was seen by the administrator as the last advantage of online learning.

“It can be said that some of the students had a chance to develop themselves and that's why one of the positive impacts of online education is that it helps the students to be self-confident (A:20).”

“During Covid-19 closing of schools, didn't entirely stop education. It only changed the way of teaching and learning. So, I believe that if a student wants to achieve something, s/he will study more than before since Covid-19 won't lead to a permanent loss in learning (A:32).”

Table 5.

The negative impact of online education on the learning process

Negative impact	f	%
Failure of evaluating students	25	24.3
Lack of communication	21	20.4
Lack of motivation and interest in studying	20	19.4
Waste of time	20	19.4
Permanent Loss	17	16.5
Total	103	100

Table 5 analyzed some of the weaknesses of online education. The administrator also presented some disadvantages of online education. Most of them propagated that failure of evaluating their students properly was their main worry. They faced communication difficulties. The students lack motivation, the interest to study which led to waste of time.

“Especially with the change of season, many of our students' interest and motivation for the course has decreased (A:3).”

“Many of the students experienced uncertainty as various alternatives related to year-end evaluation were offered. For this reason, it is possible to say that there has been a significant decrease in motivations towards the course (A:5).”

Table 6.

The views of the participants through evaluation

Evaluation	f	%
Successful	8	23.5
Not successful	26	76.5
Total	34	100

Table 6 shows how administrators view the evaluation of students during online education. The administrators' views on evaluating the students were remarkably not successful.

“According to my point of view, I strongly believe that this year teachers couldn't evaluate the students' academic performance and knowledge since the system doesn't allow them to do anything. At the end of each course, the teachers should ask some questions related to what has been done (A:7).”

“In my humble opinion, the system didn't give any opportunity to the teachers to evaluate their students as they want. I think formative assessment was the best way to evaluate the students' knowledge (A:10).”

Discussion and Conclusion

The study's goal was to determine the administration's perspective on the use of technology, including their thoughts on the benefits, drawbacks, and how the use of technology may be improved. These studies were guided by three key research topics, and in order to get thorough answers to these key topics, five semi-structured interview questions were developed. The participants' responses to these interview questions yielded the above-mentioned findings, which will be explored in this section. It's important to remember that school administrators are in charge of school activities during this conversation. Their main responsibility is ensuring that the school's learning program is successful. Learning management is defined as the method of organizing how to teach the student with actions ranging from planning, organizing, guiding or regulating, and assessing" in the broadest meaning (Naibaho, 2019).

The students faced some technical problems with regard to the administrators' point of views. They were always facing issues of screen freezing. They also had a loss or low network connections. These problems faced by these students are technical problems that are beyond their control. Technical problems related to screen sharing may be due to the lack of technical knowledge of the students. This implies the student needs some technical knowledge to remedy the situation.

Looking at the activities carried online, students are more interested in activities such as presentation of visual tracking slide share, listening activities, watching videos, sharing question-answers, and less concerned about Sharing a book. This proves that students are more active when they have visual activities. In addition, this finding of the current study is also supported with the study conducted by Köprülü et al. (2020) as it was pointed out that

using technological devices in foreign language teaching has a notable level of dominance. Since students are interested in listening activities.

Quick learning and access to information were the outstanding advantages of online education. Information is available anywhere when it comes to online education. Perhaps this contributed to the quick learning. Self-confidence was improved as the students could get materials online, learn quickly and become filled with knowledge. Class management was poor. Perhaps due to the fact that students can be replying to text messages or distracted with movies while lessons are going on. In this situation, it is difficult for the teachers to manage the classroom since it is at a distance. Permanent learning was poor. Implying attendance is difficult to control.

The negative impact or disadvantages of online education, according to the administrators, were high. Difficulties in accessing the student, lack of communication, motivation, and interest in the aspect of learning were presented.

The last point of view of the administrator on online education that seems to be a call for concern in this study is failure to carry out proper evaluation. At times, it was difficult for the teachers to be convinced that the feedback they got from students was genuine. This was so because most of the evaluations are not done on camera.

Recommendations

The following resources are recommended by the researcher for a better knowledge of this research topic:

- 1) Similar research should be carried out in other countries to better understand the viewpoints of school administrators on online education.
- 2) If the study is replicated in the Turkish Republic of Northern Cyprus, a larger number of participants and schools should be recruited to validate the research's topic.
- 3) Quantitative research methods should be utilized to either confirm or bring to light the same results.

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