

EVALUATION OF FACTORS THAT INCREASE THE MORALE OF TEACHERS: WHAT IS THE IMPACT OF ARTIFICIAL INTELLIGENCE AND NEW TECHNOLOGIES IN TEACHING

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ABSTRACT

Expectations from teachers in society are constantly changing and evolving. In order to respond to these expectations, teachers are constantly changing and developing. At this point, morale lies behind the continuous development of teachers. This study aimed to determine morale-boosting factors such as using artificial intelligence and new technologies within the framework of teachers' low and high morale symptoms. For this purpose, semi-structured interview questions were prepared to obtain data. The prepared questions were finalized by taking expert opinion. The study group of the research was determined on a voluntary basis from the selected teachers in TRNC Primary schools. The collected data were divided into themes and codes and content analysis was performed. As a result of the research, factors that reduce and increase teacher motivation were identified. It has been determined that the first thing that increases teacher morale is that teachers have good relationships with each other. The scarcity of studies in the field of moral motivation in education in our country increases the importance of the results obtained from this research.

Key Words: Artificial Intelligence, Morale, Motivation, New technologies

INTRODUCTION

Nowadays, everything is in a constant state of development and change. Technology is changing rapidly and society is having a hard time keeping up. Developing technology also greatly affects the psychosocial development of children. We, as adults, have a hard time attracting children's attention during this period. Even children's playing habits have changed. Now, instead of playing with their friends in the park or garden as before, they prefer various technological devices such as smartphones, computers and tablets. This situation is also reflected in the school. It becomes very difficult to attract the child's attention and interest to the lesson. Teachers, who are the most important element of our society, have a great responsibility. Expectations from teachers in society are constantly changing and evolving. In order to respond to these expectations, teachers are constantly changing and developing. At this point, morale lies behind the efficiency of teachers. Having well-equipped teachers is an important factor in student success. Teachers' morale levels are at least as important. It is observed that teachers with high morale levels have a positive impact on student success (Tanrıöğen, 1995).

There are many factors that affect a teacher's morale. Nowadays, using artificial intelligence and news technologies in teaching is also factor to effect motivation and of course morale of the teachers. Some of these factors are the organizational structure of the school, the attitude of administrators towards teachers, working conditions, the level of job satisfaction and the life of teachers outside the school (Eren, 2012). Increasing teacher morale increases student success and efficiency. When we identify the symptoms of low and high teacher morale, it is possible to uncover the problems that cause these symptoms. It can be seen that there are many studies in the literature about the motivation and morale of teachers. Studies have focused on the factors affecting teachers' job satisfaction and motivation. Abazaoğlu and Aztekin (2015) investigated the effect of teacher morale and motivation on students' science and mathematics achievements and revealed that, in general, high teacher motivation in countries positively affects students' academic success. According to Aydin (2011), except for teachers working in private schools; When the morale status of teachers working in primary and secondary schools affiliated with the Ministry of National Education was evaluated by looking at these symptoms, it was seen that the factors indicating low morale were more dominant. Considering that teacher morale has a very important place in the education-training process; He stated that measures should be taken as soon as possible to turn this profile into high morale indicators. He stated that great responsibilities and duties await education administrators at all levels, especially the Ministry of National Education officials. Tanrıöğren (1995) conducted research on teacher morale. He presented a research on teachers' expectations regarding motivation from school administrators and education supervisors. The main problem of the research is: What are the morale-enhancing factors within the framework of low and high morale symptoms of teachers in primary schools? It was determined as .

It is thought that teachers with high morale levels will increase their productivity towards their students. According to the research conducted by Avanoğlu in 2018, a significant relationship emerged between teachers' communication skills and morale. Teachers who establish and maintain healthy communication with their colleagues change the atmosphere in the school, their self-confidence increases, they see themselves as a part of the institution, they are willing to improve themselves, they love teaching and do it with enthusiasm, and they are willing to cooperate. As a result, it is thought that teachers' morale levels have increased. In their research in 2015, Abazaoğlu and Aztekin found that high teacher motivation positively affected students' academic success in samples from Singapore, Japan, Finland and Turkey. In the research conducted by Başbüyük in 2012, there are high-level relationships between teacher morale characteristics and job commitment. It is concluded that in organizations where teacher morale is high, their commitment to work will increase. Accordingly, it can also be thought that teacher productivity will increase.

In their research, Ersoy and Başer (2010) found that student motivation varies depending on the student's environment such as school and environment, thus motivation is another factor that affects the student's academic success and ability to solve the problems he encounters. The high morale level of teachers working at the school affects the school climate and, as a result, leads to changes in the academic success of students. According to the research of Tanrıöğren in 1995, teachers with high morale levels are those who enjoy teaching, try to improve themselves personally and professionally, have good relations with the school principal, cooperate with other teachers and have positive thoughts about them, and have positive relationships with their schools. It turns out that they are individuals who are proud of their status, satisfied with the school's facilities and services, the environment and their parents, and have good relations with the students.

The aim of this research is to ensure that teachers can do their jobs with passion, pay individual attention to students, instill positive behaviors in students, ensure that students become more self-confident individuals, know their responsibilities, approach those around them with respect and love, and raise individuals who ask questions, do not accept the situation as it is, but question and investigate, and gain satisfaction from their jobs. they should take it. It is known that this is directly related to their high morale. In this context, it is very important to detect signs of high morale. Increased productivity of administrators, teachers and students is associated with high morale. It is believed that identifying these signs of high morale and taking steps in this direction will bring success in many areas. In line with these explanations, the aim of the study was to determine the morale-boosting factors within the framework of teachers' low and high morale symptoms.

METHOD

Model of the Research

Research method is defined as the tools used to fulfill the qualities and objectives of a research process. There are many methods to achieve a goal and result. When conducting a research, it is of great importance to choose the most appropriate method to achieve the goal effectively. If the research method is chosen correctly, the accuracy and result of the research will be revealed (Açiler, Sezer. 2020).

It seems that the most used research method from past to present is quantitative research. However, since quantitative research results provide general information, they are now less preferred in the fields of philosophy, educational sciences and social sciences. Thanks to qualitative research, more detailed, descriptive and in-depth information can be obtained in fields such as philosophy, educational sciences and social sciences(Açiler, Sezer. 2020).

We can say that qualitative research is a research that clearly reveals the participants' opinions and thoughts on a subject without any limitations by asking open-ended questions. The answers collected are not numerical. It is a research method that tries to reveal views and ideas on a subject rather than finding numerical data on that subject. It allows in-depth research of the subject.

In this study, qualitative research was used to determine the factors that increase the morale of primary school teachers. According to Yıldırım and Şimşek (2018), qualitative research is research in which qualitative data collection methods such as observation, interview, and document analysis are used and a qualitative process is followed to reveal perceptions and events in a realistic and holistic way in a natural environment. In this research, qualitative data collection methods such as observation, interview and document analysis were used. In this research, it was modeled as a case study within the scope of qualitative research method. Since the factors that increase teachers' morale will be examined separately in the research, the research was designed as a multiple case study among case studies.

Working Group

Teachers who provide education at the primary education level as the working group. While determining the study group of the research, 3 primary schools affiliated to Ministry of National Education were determined. The study group of the research consisted of teachers working in the selected schools and participating on a voluntary basis. It was determined that 20 volunteer teachers from the selected schools would participate in the research.

Data Collection Tools

In this research, semi-structured interview questions were used as a data collection tool. It was aimed to determine teachers' thoughts about factors that increase their morale. The semi-structured interview form was prepared by taking expert opinions. In addition, research data was collected through a personal information form and researcher diary. An attempt was made to increase the validity and reliability of the research by using multiple data sources during the data collection process.

Collection of Data

In this study, data were collected with the help of semi-structured interview questions, personal information form and researcher diary developed by the researcher by taking expert opinions. The data of the research was collected from teachers teaching at the primary education level under the TRNC Directorate of National Education. The data was collected from teachers in selected schools on a voluntary basis. In the research, the data were examined separately while determining the factors that increase teachers' morale. Three primary schools affiliated with the TRNC Ministry of National Education were selected to collect research data. Data were collected from 20 volunteer teachers in total.

Analysis and Interpretation of Data

In this research, data collected through semi-structured interviews were analyzed through inductive analysis. The data was divided into themes and codes and content analysis was performed. Content analysis method, which is among the qualitative data analysis methods, was used to analyze the interview data.

FINDINGS AND COMMENTS

This section contains the findings regarding the analyzes made for the research problem. The findings obtained as a result of the research were presented and interpreted in tables under the subheadings opened for each research question.

Findings Related to Research Questions

Table 7. Findings Regarding Teachers' Definition of the Concept of Motivation

Participants'	Opinion on Motivation	Percentage
K1	Peaceful and feeling good	%5
K2	Focus on the task at hand	%15
K3	Trying to do the best with endless energy	%5
K4	Meeting expectations	%5
K5	A source of loving what one loves.	%5
K6	willingness to do something	%20
K7	Focus on the task at hand	%15
K8	interest in a job	%5
K9	Focus on the task at hand	%15
K10	willingness to do something	%20
K11	Doing your job peacefully and lovingly	%10
K12	Doing your job peacefully and lovingly	%10
K13	A feeling we must have in order to do a job with the highest efficiency.	%5
K14	willingness to do something	%20
K15	feeling excited to do something	%5
K16	Using energy in the right direction	%5

K17	willingness to do something	%20
K18	The energy required to start and succeed in a business	%5
K19	Instinct that initiates an individual's movements and behaviors	%5
K20	The positive energy we need to do a job happily and excitedly.	%5

As seen in Table 7, teachers' opinions on the definition of the concept of motivation are given. According to the results, the definition of morale was "Willingness to do something" was the most common answer with a rate of 20%. "Focusing on the work done" was given by 15% of the participants. "Doing the job with peace and joy" is the answer given by 10% of the participants. 5% of the participants define the concept of morale as "Peaceful and feeling good", "Trying to do the best with endless energy", "Meeting expectations", "A source of loving the job one loves", "Interest in a job", "A "A feeling we need to have in order to do the job at the highest efficiency", "Feeling excited to do something", "Using energy in the right direction", "The energy required to start a job and be successful in that job", "The instinct that initiates the individual's actions and behaviors" ", "The positive energy we need to do a job happily and excitedly." He defined it as:

Table 8. Findings Regarding Metaphor Examples of Teachers' Love for Their Profession

Participants'	Metaphor Examples of Love for the Profession	Percentage
K1	Finding sun in cold weather	%5
K2	Like a food I don't like	%5
K3	filial love	%20
K4	Like being cold in hot weather	%5
K5	To grow a seed, turn it into a tree, prepare it for life with its roots and branches, and bear fruit.	%5
K6	cooking with care	%5
K7	Eating a meal I like	%5
K8	It's like shopping with an unlimited card	%5
K9	Growing flowers with care and compassion	%5
K10	It is a sport that I enjoy doing and cannot give up.	%5
K11	Different types of flowers growing in a garden	%5
K12	life adventure	%5
K13	filial love	%20
K14	Like a colorful confetti containing every color	%5
K15	Ingredients that are not delicious on their own come together to create a delicious cake.	%5
K16	Love	%5
K17	Like air, like water. A must have for me!	%5
K18	Just as bees instinctively collect pollen when flowers bloom, I go to school because I feel like it, just like a bee.	%5
K19	filial love	%20
K20	filial love	%20

As seen in Table 8, "Love for children" was the most common answer with a rate of 20% in the metaphor examples of teachers' love for their profession. 5% of the participants said "Cooking with care", "Eating a meal I like", "It is like shopping with an unlimited card",

"Growing flowers with interest and affection", "It is a sport that I enjoy doing and cannot give up". "Growing different kinds of flowers in a garden", "The adventure of life", "Like a colorful confetti containing every color", "Ingredients that are not delicious on their own come together to create a delicious cake", "Love", "Like air, water like. It's a must for me!", "Just like bees instinctively collect pollen when flowers bloom, I go to school because I feel like it, just like a bee.", "To find sun in a cold weather.", "It's like a food I don't like.", "It's like being cold in hot weather.", "Growing a seed, turning it into a tree, preparing it for life with its roots and branches, and bearing fruit." He gave his answers.

Table 9. Findings Regarding Situations Where Teachers Love Their School

Participants'	Situations Where School Is Loved	Percentage
K1	*Class sizes are not crowded	%45
	*High student motivation	%5
	*Teachers have good relationships with each other	%90
K2	*Teachers have good relationships with each other	%90
	*Class sizes are not crowded	%45
	*The school is close to my home	%50
K3	*It is a small school	%10
	*Teachers have good relationships with each other	%90
K4	*The school is close to my home	%50
	*Class sizes are not crowded	%45
	*Teachers have good relationships with each other	%90
	*The school principal should not be oppressive and should be understanding	%40
K5	*Teachers have good relationships with each other	%90
	*Class sizes are not crowded	%45
K6	*Assistance in events	%20
	*Meeting with teachers outside of school	%20
K7	*Teachers have good relationships with each other	%90
	*Colleagues being collaborative	%15
	*The school principal should not be oppressive and should be understanding	%40
	*Collaboration between teachers	%20
	*Students showing love and respect to teachers	%25
K8	*Teachers have good relations with each other	%90
	*Meeting with teachers outside of school	%20
K9	*It is a small school	%10
	*Teachers have good relations with each other	%90
	*The school is close to my home	%50
	*The school principal should not be oppressive and should be understanding	%40
	* Availability of necessary course materials at school	%15
K10	*Class sizes are not crowded	%45
	*Teachers have good relations with each other	%90
K11	*Teachers have good relationships with each other	%90
	*The school principal should not be oppressive and should be understanding	%40
	*Students showing love and respect to teachers	%25
K12	*Teachers have good relations with each other	%90

	*Assistance in events	%20
K13	*The school principal should not be oppressive and should be understanding	%40
	*The school principal should respect the opinions of the teachers	%10
	*Assistance in events	%20
	*Collaboration between teachers	%20
	*The school is close to my home	%50
K14	*Teachers have good relationships with each other	%90
	*Meeting with teachers outside of school	%20
	*Supporting the school from the parent-teacher association	%5
	*Class sizes are not crowded	%45
	*The school is close to my home	%50
	* Availability of necessary course materials at school	%15
	*Having technological devices in my classroom	%10
K15	*Teachers have good relationships with each other	%90
	* Availability of necessary course materials at school	%15
	*Having technological devices in my classroom	%10
	*The school principal should not be oppressive and should be understanding	%40
	*The school is close to my home	%50
K16	*Students showing love and respect to teachers	%25
	*Teachers have good relationships with each other	%90
	*The school is close to my home	%50
	*The school principal should not be oppressive and should be understanding	%40
K17	*Teachers have good relations with each other	%90
	*Class sizes are not crowded	%45
	*The school is close to my home	%50
K18	*The school principal should respect the opinions of the teachers	%10
	*Parents' respect for teachers	%5
	*Students showing love and respect to teachers	%25
	*Class sizes are not crowded	%45
	*Teachers have good relationships with each other	%90
	*Students' interest in the course	%5
	*The school is close to my home	%50
	*Students enjoy coming to school	%5
K19	*Collaboration between teachers	%20
	*Teachers have good relations with each other	%90
	*Students showing love and respect to teachers	%25
	*Colleagues being collaborative	%15
K20	*Teachers have good relations with each other	%90
	*Class sizes are not crowded	%45
	*The school is close to my home	%50
	*The school principal should not be oppressive and should be understanding	%40
	*Having a peaceful working environment	%5

	*Receiving positive feedback from parents	%5
	*Colleagues being collaborative	%15
	*Collaboration between teachers	%20
	*Meeting with teachers outside of school	%20
	*Collaboration in events	%20

As seen in Table 9, "Teachers' good relations with each other" is one of the most popular reasons for the school, with a rate of 90%. This is followed by "The school is close to my home" with a rate of 50%. It has been revealed that 45% of teachers like their school if "the number of classes is not crowded". The answer "The school principal should not be oppressive and should be understanding" was said by 40%. The answer "Students show love and respect to teachers" was given by 25%. The answers "There should be cooperation between teachers, meeting with teachers outside the school, cooperation in activities" were given at a rate of 20%. It was determined that the answers "colleagues are sharing, the school has the necessary course materials" were 15%. The answers "The school principal should respect the opinions of the teachers" and "There are technological devices in my classroom" were given at a rate of 10%. "Student motivation is high, the parent-teacher association supports the school, parents respect and show respect to the teacher, students are interested in the lesson, students come to school with pleasure, the working environment is peaceful, and receiving positive feedback from parents" are the answers given by 5%.

CONCLUSION AND RECOMMENDATIONS

If we generalize the definition of motivation, we can express it as an individual taking action with an inner desire to do something. Individuals have responsibilities that they must fulfill in their daily lives. They may feel willing or unwilling to do things that fall within these responsibilities. This is where motivation comes into play. An individual with high motivation does not have difficulty in doing this job, has a good time and does his job with pleasure. On the contrary, an individual with low motivation tries to fulfill his responsibilities by forcing himself. Every individual wants to be highly motivated in his daily and working life. It is thought that teachers with high morale will be more productive and open to learning for their students (Tanrıöğen, 1995). High motivation of the teacher enables an efficient education and training process. They can get training on how to use new technologies and artificial intelligence for their teaching performance[11][12].

Results Regarding Teachers' Definition of the Concept of Motivation; Teachers defined the concept of motivation as follows. In the opinions regarding the definition of morale, the concepts of "peace, focus, energy, love of work, efficiency, willingness, excitement, instinct" came to the fore. Willingness to do something, doing the job with pleasure in peace, feeling peaceful and good, focusing on the job done, trying to do the best with endless energy, meeting expectations, the source of doing the job one loves with love, interest in a job, making a job the best. It is an emotion we need to have in order to do it with high efficiency, it is the energy required to be excited to do something, to use energy in the right direction, to start a job and to be successful in that job, it is the instinct that initiates the individual's movements and behaviors, so that we can do a job happily and excitedly. Definitions have emerged as the positive energy we need. They need further training on artificial intelligence and new technologies [13][14][15].

Results of Metaphor Examples of Teachers' Love for Their Profession; Looking at the answers given, 90% of the metaphor examples given by teachers to their love of their profession contain positive expressions, while 10% contain negative expressions. The negative expression here is "It's like eating a food I don't like." and "Like being cold in hot weather."

are the answers. Accordingly, 90% of the participants do their job fondly, and 10% do it without loving their job [16].

Results Regarding Situations Where Teachers Love Their School; Above are the situations where teachers love the school. The most common answer was that teachers have good relations with each other. Every individual first wants to establish good, positive relationships with their colleagues [17][18]. It is accepted that in an organization where the morale level is high, the individual is happy to be in the group he belongs to and his level of commitment to the group is also high (Attitude, 1979; cited in Kirca, 2019). The answer that the school is close to my home is also one of the most frequently given answers. The long distance between the teacher's school and home tires the teacher in many ways. It causes loss of time, money and energy. Crowding of classrooms reduces the teacher's rest time and causes less individual time for each student.

Results Regarding Collaboration and Sharing Experiences Among Teachers; The most important collaboration and sharing experience between teachers was the sharing of lesson notes and annual lesson plans. Teachers share lesson plans with each other in case of class changes or updating their annual plans. Teachers help with exhibition preparations, April 23 events, and reading festival activities. Sharing knowledge, experience and experience between senior teachers and teachers who are new to the profession is also an important sharing experience. Technological information sharing takes place especially between young teachers and senior teachers. It is known that young teachers are more knowledgeable than senior teachers in terms of technological knowledge. Meeting teachers outside of school helps them get to know each other better and share more. It also allows for increased communication [19].

Results Regarding Situations That Increase Teachers' Motivation: A good teacher environment brings peace. All teachers want the working environment to be a peaceful environment. It has been observed that school principals' respect for teachers' opinions increases motivation. The freedom of the teacher who feels that his opinions are valued and respected will increase, he will put forward new ideas and therefore his productivity will increase. Parents' respect for teachers will make the teacher feel good. When the teacher contacts the parent about any issue, the teacher will not have any reservations. A healthier relationship will be established between teacher and parent. Parents' involvement and giving positive feedback makes the teacher feel that they are not alone in the education process and increases their motivation. It can be seen from the results that the parent factor has an important place among the factors that increase teacher motivation. Seeing students' progress and having high exam scores means that students understand the subject taught. The student's understanding of the subject taught by the teacher makes the teacher feel good and productive. Therefore, the teacher's motivation increases. Education supervisors guide teachers. It is important that the criticisms made by the supervisor to the teacher should be constructive and guiding, not destructive. It is seen that receiving positive feedback and appreciation from the supervisor increases the teacher's motivation [20].

Results Regarding the Effect of Technology Use on Motivation in the Work Environment and in the Learning and Teaching Process; It was concluded that the use of technology in the work environment and in the learning and teaching process has a positive effect and increases motivation. Nowadays, with the developing technology, it is becoming increasingly difficult to attract the attention of students. Using technology in lessons attracts the student's attention and helps convey the lesson more easily. In this way, some concepts that seem abstract to students become easier to understand and provide great convenience to the teacher. While taking advantage of technological tools provides convenience for every teacher, the lack of this infrastructure in some schools reduces teachers' morale. Teachers who consider

themselves inadequate in the use of technological devices are worried about this issue, think that they will fail, and therefore avoid using this method.

Conclusions on the Importance of Having High Motivation in the Work Environment;

High motivation in the work environment is important in many respects. When we look at the individual effect of motivation on the teacher, high motivation directly affects factors such as the teacher's energy, peace, efficiency, success, desire for self-improvement, and sense of belonging to the profession. In cases where motivation is low, these factors are also affected. Since we will continue our profession for a lifetime, it is important that our motivation is high. Our motivation is not only neutral to our work, but also to our private lives. Any problems we have in the work environment are reflected in our lives outside of work. In addition, low motivation is reflected in the students in the classroom. The teacher's tolerance decreases. Students are people who are directly affected by teacher motivation. A student always wants to see his teacher smiling.

Suggestions;

- ☐*The school principal can provide opportunities for teachers to spend more time with each other and increase their communication by organizing events outside the school.
- ☐*In-service training can be provided in the areas of use of technological devices in classrooms and content development. Thus, instead of being afraid of using technology, teachers increase their self-confidence and have the opportunity to improve themselves.
- ☐*It can make teachers feel more that the school principal cares about teachers' opinions in decisions regarding schools and classes.
- ☐*The school principal can increase his/her efforts to keep the discussions within the organization to a minimum. The higher the principals' communication with teachers and their knowledge of the problems, the earlier they will be able to act to prevent problems that may occur.
- ☐*Teachers can increase their use of technological innovations. Thus, students' interest in the course will increase.
- ☐*School principals and Ministry of National Education officials can initiate various studies to improve the technological infrastructure in schools.
- ☐*More parent meetings can be organized in order to increase parents' interest in education.

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