# Chapter 12
# Digital Transformation in School Management: Insights From Administrators' Perspectives

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## ABSTRACT

*This study aims to explore school administrators' perspectives on the digital transformation of school management processes. It examines the tools used in digital transformation, its impact on decision-making, planning, coordination, communication, institutional hierarchy, and evaluation processes, as well as the challenges faced and actions required based on administrators' experiences. Conducted in Kars city schools, this phenomenological study utilized qualitative research methods. The research involved 29 school administrators from primary, secondary, and high schools in Kars, selected using a maximum variation sampling technique.*

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*Data were gathered through the "School Administrator Interview Form on Digital Transformation of School Management Processes" and analyzed using descriptive and content analysis. The administrators emphasized the need for in-service training on digital transformation, enhancing digital competencies, staying open to innovations, and the effective use of digital tools.*

## INTRODUCTION

The digitisation and digitalisation process has resulted in drastic changes in institutional structures and business practices in nearly every sector, commencing in the late 20th century and accelerating in the 2000s. The service sector, including communication, banking, health institutions, and the manufacturing sector, has undergone significant transformations due to the proliferation of digital technologies, including robots, smart systems, e-commerce, social media, e-government, and mobile communication. The foundation of this change and transformation is the capacity to perform tasks more efficiently, effectively, and economically, as well as the immediate capture, rapid processing, and transmission of information in decision-making processes (Tübitak-Bilgem, Digital Transformation Portal).

In recent years, there has been a notable increase in the usage of terms such as "digitalisation", "digital revolution", and "digital transformation" in academic and professional discourse. Information technology (IT) and IT research have existed for over fifty years. In essence, the mid-20th century saw the emergence of electronic data processing, personal computers, communication technologies, the internet, and social media, among the most significant events in the history of IT. The emergence of a new era in IT is signalled by recent advancements in biocomputing, artificial intelligence (AI), and big data. This has resulted in the emergence of terms such as digitalisation and digital transformation, which indicate that digital transformation is ubiquitous and that no sector or organisation is immune to its effects. The conditions under which individuals, businesses, and societies live and operate are transformed by the increasing connections between people, things, devices, and systems. Information, knowledge, and processing capacity are now permanent and ubiquitous (Downes & Nunes, 2013; Hess et al., 2016; Tekic & Koroteev, 2019; Alcácer & Cruz-Machado, 2019; Brunetti et al., 2020).

### What is Digital Transformation, and What is It Not?

Digital transformation is transitioning from the analogue to the digital era (Roth, 2019). Academic interest in the influence of these technologies on organisations has significantly increased, as Castells (2009) defines digitalisation as the escalating