**SOCIAL MEDIA AND SCHOOL MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN EDUCATION DISTRICT IV IN LAGOS STATE, NIGERIA**

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**CHAPTER ONE**

**INTRODUCTION**

**Background to the Study**

Today, technology develops more than ever. There is a need for administrators who can adapt to rapidly changing and developing technology. The need for teachers and school administrators to use social media effectively is growing because students use social media more often. Weinberg, (2016) defines social media as a field of application that places the world of the internet rapidly into our lives and enables the sharing of information, different perspectives and thoughts and experiences through community oriented websites.

The fact that the majority of social network users are composed of young people and students and that they offer a rich interaction with the user suggests the use of these networks for educational purposes. The fact that social networking sites have importance in the lives of students of all ages has attracted a great deal of interest among some educators (Selwyn & Lyndsay, 2017). Data sharing by means of many social networking applications has become quite easy. Individuals with similar interests can learn from each other and contribute to the ever-evolving web-based information sources (Mazman, 2019). An environment in which both students and teachers can contribute to school management through social media can be created.

Information and communication technology (ICT), including social media, revolutionized the demand for information and increased communication expectations. This transformation fueled a shift in communication preferences, which include information sharing, with multiple ICT applications available on mobile devices (Greenberg, 2016). Through the lens of educational management, technology advancements created new gateways for school administrators to develop shared understandings with stakeholders, including parents, in addition to promoting effective communication (Kelly, 2019). As younger generations mature and become parents, their expectation for organizations to share information and communicate with ICT increases (Greenberg, 2016; Kelly, 2019). Therefore, it is imperative for school administrators to take a proactive approach and use ICT, notably social media, to forge positive relationships, provide information, and actively seek parental input to build social capital (Kelly, 2019). School administrators are in a position to influence campus culture and relationships with all stakeholders. These leaders have the opportunity to impact how stakeholders perceive the school. Advances in technology revolutionized the methods leaders can utilize to collaborate with stakeholders in order to disseminate information and develop rapport (Kelly, 2019).

Technological advancement has resulted to the development of various social networking sites that bring individuals together for interaction and exchange of ideas in most fields of lives such as education, entertainment, and commerce. Ehibudu and Tusii-ma (2017) pointed out that the evolution of internet technology has led to its use as the best medium for communication, whereby, two-third of the world’s internet population visit social networking or blogging sites, thus serving as communication and connection tool. Arguing in the same line, Maqableh, Lama, Walaa, Masa’deh, Khatib and Karajeh (2015) stressed that social Network Sites (SNSs) have attracted millions of internet users, who have integrated these sites in their daily lives routines.

Social networking sites are internet-based forums or applications that facilitate the creation, storage, sharing and exchange of files, pictures, videos, audio and other forms of information. In the same vein, Ikwuka, Egwu, Onimisi and Obumneke-Okeke (2018) defined social networking sites as modern communication channels through which people connect to one another, share ideas, experiences, pictures, messages and information of interest. In the view of Abdulahi, Samadi and Gharleghi (2014); Yeboah and Ewur (2014), social network sites are web based services that enable individuals to construct a semi-profile within a bounded system, articulate a list of other users with whom they share connections. Social network sites are internet application that allows users to interact, share ideas, express their feelings, disclose personnel information and data which include; picture, and videos at a very increasing high rate and speed (Egenti & Ebenebe, 2018).These social networking sites include; WhatsApp, Facebook, Twitter, Skype, MySpace, Instagram, Wechat, and YouTube among others.

Social networking sites could be applied by principals sending messages, announcing or informing parents and teachers of forthcoming events in the school through social networking sites. Arguing in the same line, Sheninger (2014) asserted that principals could utilize these social networks to communicate; collaborate; acquire resources; elicit feedback; get support; and share ideas, data, strategies, and information with other principals. In the same vein, Ferriter and Ramsden (2016) stressed that principals who are master communicators can use social networking sites to empower teachers, keep stakeholders informed, and foster relationships.

WhatsApp is one of the most common social networking sites.

Communication is the act of creating, expressing and transmitting information, ideas, feelings or opinions from one person to another or group of people. It is the instrument that aid planning, decision making, organizing and controlling of various programmes in school. It may be extremely difficult or impossible to control and organizie personnel in school without effective communication. Akinnubi, Gbadeyan, Fashiku and Kayode (2012) pointed out that communication is essential for understanding roles and assignments; planning and carrying out activities; coordinating approaches with students; providing information to teachers on students’ progress and behaviours; and building a positive relationship with students, teachers and other staff. It is through communication that principal informs staff of their various duties, when and how to perform them. Ejeh and Okoro (2016) asserted that through communication, management can establish mutual understanding and exchange of ideas, information, experience and innovation for peaceful co-existence, conflict resolution, cumulative development, progress and well - being of the organizational structure.

As society becomes more infused with technology, the demand for how organizations provide information is shifting. Communities today expect organizations, such as schools, to provide information using a variety of ICT, including social media, to receive messages and communicate in the stakeholders’ preferred format (Cox & McLeod, 2014; Greenberg, 2016; Kelly, 2019). With the communication revolution, the millennial generation grew up with technological communication, and as they entered the workforce, the demand for organizations to utilize ICT tools to engage in two-way communication and more transparency increased (Greenberg, 2016). Social media provides a valuable gateway for school administrators to connect with stakeholders and build relationships (Cox & McLeod, 2014). Social media tools enable school administrators to proactively communicate with stakeholders, forge relationships, and promote a positive school image (Cox & McLeod, 2014).

It is necessary for the administrator to use social media effectively in order to be effective in issues such as promoting efficiency in management and school development. Furthermore, social media can be turned into opportunity in school development which may promote the communication between students and teachers. Administrators in schools have various responsibilities. They are responsible for improving student learning, ensuring safety and security, social and moral development of students, and professional development of teachers. Administrators can effectively use social media while fulfilling these responsibilities.

In school management, the duty of the administrator is to live the organization in accordance with its purposes. There are many ways and methods to achieve these goals. One of these methods is social media which is compatible with today's technology. It is against this background that the study examined social media and school management in public secondary school in Education District IV in Lagos State.

**Statement of the Problem**

School administrators today face a different set of challenges than their predecessors. Literature suggests that one of the major challenges is infusing technology into the curriculum and school management. Administrators who are able to introduce technology in their schools must see themselves as technology leaders. Studies have shown that administrative support is significant to the implementation of technology in schools (Gibson, 2012; Kincaid & Felder, 2015; Shoffner, 2015). Today, principals should have a clear vision of their role in technology integration and implementation because it is an essential function of their duties as instructional leaders. However, the problem is that principals may not understand their role in implementing technology. Some lack the necessary skills and knowledge to effectively function as technology leaders. Principals need to reclaim their roles as educational leaders in technology, particularly in the use of social media in school management. Maintaining a firm leadership role in technology would help administrators keep their schools current.

The state of administrative activities in secondary schools in the Education District IV of Lagos State is worrisome. It is believed that school principals who are the chief administrative officers are on the frontline of the battle to ensure a smooth and accountable administrative process in the school. Personal observation of the researcher revealed cases of delay in processing students’ results, poor students attendance monitoring and admission of new students, inability to identify students who default payment, misplacement of vital financial records among others in secondary schools in Education District IV of Lagos State. These challenges may be as a result of the inability of principals’ who are the chief administrators to utilize management information system, in specific social media to enhance smooth and uninterrupted administrative activities in their respective schools.

Today, as observed by the researcher, social networking sites appear not to be used by secondary school principals in Lagos State for school management. These could be the reason that principals engage in face-to-face communication, invite parents for minor discussion that could be sent through social networks and regularly organize staff meeting for exchange of information. Some secondary schools in Lagos State still type an info memo and give to students hoping that the parents would actually see the message. These messages may not reach parents for various reasons. This constitutes the problem of this study which is set to examine social media and school management in public secondary school in Education District IV in Lagos State.

**Purpose of Study**

The purpose of this study is to examine social media and school management in public secondary schools in Education District IV in Lagos State. More specifically, the study has the following objectives which were:

1. to examine principals’ utilization of WhatsApp for school management in secondary schools in Education District IV in Lagos State.

2. to ascertain principals’ utilization of Facebook for school management in secondary schools in Education District IV in Lagos State.

3. to examine principals’ utilization of e-mail for school management in secondary schools in Education District IV in Lagos State.

**Research Questions**

The following are research questions were asked:

1. What is the level of awareness and competence of principals’ in the use of Whatsapp in school management?
2. What is the level of awareness and competence of principals’ in the use of Facebook in school management?
3. What is the level of awareness and competence of principals’ in the use of e-mail in school management?

**Research Hypotheses**

The following research hypotheses stated in the null form were tested in this study:

1. There is no significant relationship between the level of awareness and competence of principals’ in the use of Whatsapp and school management.

2. There is no significant relationship between the level of awareness and competence of principals’ in the use of Facebook and school management.

3. There is no significant relationship between the level of awareness and competence of principals’ in the use of e-mail and school management.

**Significance of the Study**

This study is of significance to principals, policy makers, government agencies, students and researchers.

This study would be useful to principals and school administrators, as such when social media is properly implemented in the school system; the input of the principals would be enhanced, which would consequently affect their outputs. The study would be of help to secondary schools management staff and administrators by making them acquitted with the application of e social media in the management of educational institutions. The researcher hopes that this study would awaken administrators on the need to apply social media in enhancing administrative effectiveness. The study will also sensitise principals to watch out for the impact of social media on school administration so that they can address the inherent problems in it.

This study would stir up the interest of policy makers, government agencies, public institutions, research organizations to implement every aspect of social media in the management of organization to achieve optimum administrative effectiveness.

On the part of the students, they will get to understand that when schools are managed effectively, it enhances a progressive improvement in their academic performance. The study will further inform studious students to take advantage of social media in upgrading their academic performance and acquisition of soft skills.

The findings of the study will be useful to the teachers as it will enlighten them on how social media will serve as their defensive mechanism in times of trouble and as such they will imbibe the culture of proper documents keeping electronically and a more professional pedagogical process.

The study will contribute immensely to existing body of knowledge, thus enhances research students who want to engage in similar studies, understand the grounds that have already been covered in the area.

**Scope and Delimitation of the study**

The research work covered social media and school management in public secondary schools in Education District IV in Lagos State. The study was delimited to public senior secondary schools from Education District IV, Lagos State. Also, the limitation on the side of the respondents includes the laxity attitude of some of the respondents and the doubt in their sincerity. The respondents comprised the teaching staff (teachers) of the schools. Education District IV consists of Mainland, Surulere and Apapa Local Government Areas, Lagos State

**Definitions of Terms**

The following terms were operationally defined in the way their meanings specifically apply to this study.

**e-mail:** Email (electronic mail) is the exchange of computer stored messages from one user to one or more recipients via the internet. Emails are a fast, inexpensive and accessible way to communicate for official or personal use.

**Facebook:**Facebook is a social media site that allows users to create an online profile, providing a method of sharing information with others as well as establish and maintain connections.

**Information and Communication Technology (ICT):**Technological applications and services that provide a way to share information and communicate with others.

**School Administrators (Educational Administrators or Educational Leaders or School Leaders):**In the context of this study, school administrators include principals and assistant principals.

**Social Capital:**The collective sum of the relationships, networks, and resources among individuals, groups, and organisations.

**Social Media:** This study will refer to Social Media as a web-based, internet-accessible, secure environment wherein individuals can connect and communicate with one another. This study will explore the digitalisation of educational management through social media in the notion of an online communicational system, but it will lead research towards specific popular platforms including Facebook, WhatsApp, and e-mail. The rationale behind the aforementioned social media platforms in particular is their popularity, growth-rate, consistency since inception.

**Stakeholders:**Parents, teachers and students are in a position of being a key stakeholder and consumer in the educational equation.

**Whatsapp:** is a [freeware](https://en.wikipedia.org/wiki/Freeware), platform messaging and [Voice over IP](https://en.wikipedia.org/wiki/Voice_over_IP) (VoIP) service owned by [Facebook, Inc.](https://en.wikipedia.org/wiki/Facebook,_Inc.) It allows users to send [text messages](https://en.wikipedia.org/wiki/Text_message) and [voice messages](https://en.wikipedia.org/wiki/Voice_message), make voice and video calls, and share images, documents, user locations, and other media. It's client application runs on [mobile devices](https://en.wikipedia.org/wiki/Mobile_device) but is also accessible from desktop computers, as long as the user's mobile device remains connected to the Internet while they use the desktop app.

**CHAPTER TWO**

**REVIEW OF RELEVANT LITERATURE**

This chapter provides the review of related literatures in the study under the following subheadings:

* Concept of Social Media
* Types of Social Media
* School Management
* Technology Leadership
* Utilization of WhatsApp and School Management
* Utilization of Facebook and School Management
* Utilization of e-mail and School Management
* Theoretical Framework
* Challenges of Social Media
* Appraisal of Literature Review

**Concept of Social Media**

Over the years, many scholars have been able to distinctively define and clarify the concept of social media. In their definition and clarification, the concept of social media has been used interchangeably with social networking sites. Likewise, in this section, the word will be used interchangeably. In defining social media, Kaplan and Haenlein (2018) gave a general definition of social media in consideration of Web 2.0 and User-Generated Content. According to them social media is a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allows the creation and exchange of User Generated Content. They also went further to describe social media as a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content. Nwanton, Odoemalamn, Orji-Egwu, Nwankwo and Nweze (2013) define social media as those internet-based tools and services that allow users to engage with each other, generate contents, distribute and search for information online.

Parr (2015) defines social media as the use of electronic and Internet tools for the purpose of sharing and discussing information and experiences with other human beings in more efficient ways. On the other hand, Jantsch (2018) considers social media as the use of technology combined with social interaction to create or co-create value. According to Candy (2014), social media is a form of electronic communication (as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos) while Dykeman (2018) acknowledged social media as the means for any person to: publish digital, creative content; provide and obtain real-time feedback via online discussions, commentary and evaluations; and incorporate changes or corrections to the original content (Dykeman, 2018).

Bryer and Zavatarro (2017) described social media as technologies that smooth the progress of social interaction, make possible collaboration, and enable deliberation across stakeholders. These technologies now include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms, and virtual worlds. Luik (2016) defines social media as primarily internet-and mobile-based tools for sharing and discussing information by users. The term, according to Nicole and Boyd (2017), social media refers to a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content.

Drury (2018) describes social media as online resources that people use to share content: video, photos, images, texts, ideas, insight, humour, opinion, gossips, news. Safko and Brake (2019) further defined social media as “activities, practices, and behaviours among communities of people who gather online to share information, knowledge, and opinions using conversational media. Kietzmannn, Silverstre, McCarthy and Leylan (2012) describe social media as the platform that employs mobile and web based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modifies user generated content. Social media, as defined by Turban, King and Lang (2016) are technologies that facilitate social interactions, make possible collaborations, and enable deliberations across stakeholders. These technologies now include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms, and virtual worlds. Wallack and Grube (2014) define social media as primarily internet-and mobile-based tools for sharing and discussing information by users.

The term social media, according to Villiani (2017) refers to a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content. Web 2.0 was According to Parveen (2018), social networking sites are web-based service platform that enable individuals to create a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and navigate their list of contacts and those made by others within the system. These sites are used to interact with friends, peers and others that are found in groups on these sites. The sharing of information ranges from news, debates, gossips, feelings or statement of mind, opinions, research etc. Curtis (2016) affirms that social media appear in many forms including blogs and microblogs, forums and message boards, social networks, wikis, virtual worlds, social bookmarking and video sharing.

Social media is a system that is computer-based which helps in the sharing of ideas, thoughts, and information through the building of virtual networks and communities These systems are referred to as social, simply because they allow communication with buddies and co-workers so easily and effectively (Devi, Gouthami & Lakshmi, 2019). The favourites in the realm of internet sites are Facebook, Twitter, blogs, YouTube, Instagram, google doc and others. These websites and social fora are ways of communicating directly with other people socially and in the media. According to Devi et al, (2019) these SM are playing a large and influential role decision-making in the occasions from the global world economically, politically, socially and educationally. SM sites like Facebook, Twitter, etc. connect people around the world in ways Marshall McLuhan could not have dreamt of when he popularised the term “global village” back in the 1960’s (Devi et al., 2019).

According to Junco (2012), social media are collections of internet websites, services, and practices that support collaboration, community building, participation, and sharing. Nwangwa and Omotere (2014) simply regards social media as comprising online applications for social networking sites, social bookmarking and sharing tools, social citation tools, blogging and microblogging tools, virtual worlds, e-conference presentation sharing tools, audio and video tools, e-project management tools, and research and writing collaboration tools; primarily developed to foster user-centered social interaction.

Technology has facilitated the rediscovery of traditional teaching methods by incorporating pedagogically useful features in a multi-dimensional environment. A by-product of the advancement in technology is social media – a dominant social interaction technology that has a plethora of uses (Maqableh, Lama, Walaa, Masa’deh, Khatib & Karajeh, 2015). Social media can take different forms encompassing blogs, discussion forums, wikis, video-sharing sites, photo-sharing sites, social bookmarking, and social networking sites. Social media can be defined as a web-based technological platform for online communication that enables users to connect and interact, share ideas and information, build and engage social networks, and develop online communities (Kelly, 2019). To maintain consistency, the term social media in this entry relates to all its different forms, unless explicit platform names have been used.

Social media has reshaped the way people communicate and interact, and its influence has not escaped the education sector (Weinberg, 2016). With smart phones and other mobile computing devices in easy access, the ubiquity of social media has increased. Social media platforms such as Facebook, Twitter, Google+, YouTube, Instagram, and LinkedIn are increasingly used to connect the community of learners and teachers. It can be argued that people live on social media as teens and young adults worldwide spend an average of 188 minutes daily on social media (Statista 2017). If students are spending 3 hours a day on social media, then educators should consider reshaping their pedagogical practices and approaches as well as the management style to reach out to them via social media.

Social networking service (also known as social media) is an online platform that focuses on building social relations among people, who share interests, background or activities. The use of social media is growing in importance among undergraduates in our tertiary institutions. Social media therefore has opened up a whole new world of social interaction in the educational sector. It has transformed the way and manner with which undergraduates communicate and interact in a global world (Anyanwu, Ossai-onah & Iroeze 2013)

**Types of Social Media**

Social media can include text, audio, video, images, podcasts, and other multimedia communications. In today’s social space social media is undoubtedly one of the most powerful origins of information and news, and constant updates aided by platforms like Twitter, Facebook, and Wikis (Bryer & Zavatarro (2017). Social media then, includes the various online technology tools that enable people to communicate easily via the internet and to share information and resources as it integrates technology, social interaction and content creation. In the present work, analysis will be confined to the most popular social media types. These include social networks, blogs, micro-blogs, wikis, bookmarking, media sharing and RSS.

Safko and Brake (2019) provide a brief description of each of these social media types as follows:

1. **Social Network:** This is an online community that brings people with common interests, opinions, activities and experiences together by sharing their news, photos, videos, and events. A social network is essentially composed of a representation of each user (often a profile), his social links as well as a variety of additional services. These online communities also provide means for users to interact with each over the internet, such as e-mail and instant messaging. Some of the most popular social networking sites are Facebook, Whatsapp, LinkedIn, Instagram, Pinterest and Snapchat.
2. **Blogs:** These are web-based logs or journals that enable users to post their thoughts, ideas, writing, and opinions for other people to view. Blogs are usually written by one person about a particular topic and are usually updated on a regular basis with entries displayed in reverse chronological order. They can either be self-hosted or placed on a blogging network such as Blogger, WordPress or Tumblr.
3. **Micro-blogs:** as their name suggests, provide a similar function as traditional blogs, but with a much stronger focus on brevity. A micro-blogging website enables users to write short text messages and transmit them in real-time to their contacts. Micro-blogging can, therefore, be seen as a cross between blogging and social networking. The most famous micro-blogging service is Twitter.
4. **Wikis:** These are websites that are developed collaboratively by a community of users. They allow any user to add, change, correct and post information for others to see. The largest and most popular wiki is Wikipedia, a user-contributed online encyclopedia currently hosting millions of articles in over more than 200 languages. Once published, articles on Wikipedia are considered to be “living content” as they are always subject to change and amendments by users. Social Bookmarking websites, also termed collaborative tagging systems, give people the opportunity to tag their favorite links and share the results with other users. Usually organized by topic, bookmarks can be saved privately, shared with certain people or groups, or available to the public. Delicious, Digg, Reddit, Stumbleupon, to name just a few, are good examples of websites offering bookmarking services.
5. **Media sharing:** These sharing-sites enable users to upload and share their multi-media content (photos, videos and audio) on the web. People can view the files uploaded by others, enrich them with tags, and share their thoughts through comments. Examples of such social media tools are YouTube, Flickr, iTunes and Shutterfly.
6. **RSS:** (short for Really Simple Syndication) is a common component of social media websites. RSS allows websites and blogs to distribute their updated and dynamic content as feeds to different users. Hence, instead of visiting a given website regularly, the user can subscribe for free to as many feeds of information as desired and then access and manage those feeds all at once by making use of an RSS reader (e.g. Goggle Reader).

All these social media platforms can be grouped into three major categories. The first category includes social network sites like Facebook, Ning, MySpace and Twitter that serve as online communities via which users connect with friends or colleagues, and share ideas and resources. The second category consists of content sharing and organizing sites like Delicious, Digg, Flickr, YouTube, Dailymotion and RSS readers. The third category is composed of content creation and editing websites such as Blogger, Google Docs, Wikipedia and WordPress. Often times, however, the features and functions of a social media network can overlap, making a tool appropriate for more than one category.

**School Management**

Educational management is a very broad term, which covers the foundational concepts in the organisation of educational institutes (Heck & Hallinger, 2015). Bush (2018) changed the concept of educational management to educational leadership, as motivation has been defined as the primary variable in allowing continuity. The notion of Educational Management therefore, in some instances has become neglected and downplayed (Lumby, 2017).

School management means running the school along the desired educational policies. It takes into account all aspects of the school (policies, material and human resources, programmes, activities, equipments etc.) and integrates them into a fruitful whole (Sheninger, 2014). Good school management motives the best efforts of the teachers and students. According to Bush (2018), school is not a building of bricks and mortor. It is a meeting place of a two souls – teacher and taught.

According to Lenhart (2015), the school may be regarded as a social invention to serve society for the specialized teaching of the young. According to Creighton (2016)., the school is a special environment where a certain quality of life and certain types of activities and occupations are provided with the object of securing child’s development along desirable lines”.

The followings are aims of school management according to Nwanton, Odoemalamn, Orji-Egwu, Nwankwo and Nweze (2013):

1. To manage social change.

2. To profit by experience.

3. To carry out modernisation.

4. To propagate science.

5. To adopt technology.

6. To realize national integration.

7. To form character and values.

**Characteristics of good school management are (**Nwanton, et. al., 2013):

1. **Objective Based:**It means to attain the objectives of education and schooling.
2. **Quality of Education:**Good school management is concerned with the quality of education being given in schools.
3. **Headmaster:** He is a democratic leader of the school.
4. **The best use of resources:** In order to promote efficient functioning of the school. It makes the best possible use of the material resources.
5. **Joint Enterprise:** It involves the joint enterprise all the personnel connected with the school – Teacher, supervisors, pupils, parents etc.
6. **Professional growth:** It brings out the best in the teacher and supervisors and takes steps to promote their professional growth.
7. **Efficiency and Improvement:** It tries to bring out over all improvement and efficiency in the school.
8. **Continuous process:** It is a continuous process. It always concerned with improvement and development of the institution.
9. **Input–Output Model:**It works on the input-out model. It takes into account the efforts made and the outcomes achieved.
10. **Community oriented:**It is alive to social needs and requirement as the school is meant to serve the society.

The quest for achievement of secondary school administrative effectiveness may require specific management techniques at the secondary school level (Dembo, 2015). Secondary school effectiveness involves quality and effective implementation of secondary education curriculum or programmes in the school system. It also entails keeping secondary education curriculum or programmes functional and at balance at all time to meet the current needs of the students so as to enable them function effectively in the society. With effective utilization of information and communication technology resources, school principals can gradually improve upon secondary education to meet the demand of the society.

**Technology Leadership**

Technology leadership by school principals is of critical importance for schools to provide these kinds of 21st century learning experiences. A cursory review of literature shows much debate on the attributes required for strong technology leadership, but Demski (2012) reports on a consensus of attributes established through a nationwide survey of school principals. According to Demski (2012), the critical elements of technology leadership are 1) creating an atmosphere that inspires innovation, 2) fostering collaboration, 3) being open to new ideas, 4) being a connected learner personally, 5) locating and providing appropriate resources, 6) taking risks, and 7) having a visionary focus. Working to attain these attributes helps to produce a school culture in which learning technologies are encouraged and supported.

As Villiani (2017) observes, creating a culture that embraces technology is one of the most important tasks for principals, but also one of the most difficult to accomplish. Leadership style plays a strong role in the success of these efforts and it is argued that schools need to move away from autocratic forms of leadership toward more collaborative forms of leadership that support innovation and are adept at navigating the fast pace of technology change. After con-ducting a historical review of leadership styles, Creighton (2016) asserts that the Entrepreneurial Leadership style is one aspect of an overall leadership style that is a good fit for technology rich learning environments.

Roomi and Harrison (2017) define Entrepreneurial Leadership as having and communicating the vision to engage teams to identify, develop and take advantage of an opportunity to gain competitive advantage. In their study of historically disadvantaged schools, Xaba and Malindi (2015) found that school principals in these schools unconsciously practiced the tenets of entrepreneurial leadership including proactiveness, innovativeness, and risk-taking and through this process were better able to acquire resources and deliver education to their students. Similarly, Pihie, Asmiran and Bagheri (2014) found a significant relationship between teacher perceptions of principal entrepreneurial leadership and school innovativeness. Over the past several years, digital tools have become more pervasive in learning environments, but their use remains tied to lower level thinking skills, at best. To meet the challenges of both the workforce and 21st century learners, school leadership will need to pivot away from traditional leadership practices to more innovative ones.

Many school principals have found the affordances of social media platforms to be an important element in their school leadership practice. Communication and public relations with stakeholders, one of the nine most important skills of school principals is the most oft-quoted rationale for using social media (Dembo, 2015; Sheninger, 2014). School leaders who employ a strong social media communication plan earn the trust of their school communities, enjoy more positive feedback from stakeholders and benefit from a lively exchange of ideas with their off-site and extended community (Kellough & Hill, 2014; Larkin, 2015). Dembo (2015) further asserts that social media can support school principals’ efforts to create a positive school culture and drive their agendas forward. For instance, according to Luik (2016), principal uses his blog as a way to keep stakeholders in the school district informed of pending legislation, delays in school construction, and other pressing matters. Similarly, Lepi (2012), reports on ten schools across the nation who are using social media in a real world way. The principal uses Whatsapp, Faebook and Twitter to help students and teachers reach the school’s goal: Through his social networking sites account, the principal communicates with students at the school, congratulates school teams, and posts updates about calendar events, educational tips, useful resources, and links. Others (Cox & McLeod, 2014; Sheninger, 2014) found that social media provide a unique platform for administrator professional development. Reaching beyond traditional networks, principals can leverage social media tools to participate in professional learning networks nationally and internationally. Through these networks, they can “communicate; collaborate; acquire resources; elicit feedback; get support; and share ideas, data, strategies, and information” with other principals (Sheninger, 2014). Ultimately, some contend that the debate over the use of social media as part of school principals’ leadership practice has been settled (Cox & McLeod, 2014) due to the emergence of newer forms of social media that offer school principals new opportunities to engage in rich interactions with stakeholders.

**Utilisation of WhatsApp and School Management**

According to Bouhnik and Deshen (2014), WhatsApp instant messaging application can be viewed as a social network that allows people to access a great deal of information rapidly. The simple operation scheme makes the program accessible to a variety of people of different ages and back-grounds (Bouhnik & Deshen, 2014). It is worth to find out how WhattsApp instant messaging application preparation courses or programs change teachers’ intentions and actions. Since WhatsApp is seen as SM, (Bouhnik & Deshen, 2014), and a is relatively a new phenomenon, little research exists regarding its influence on interpersonal communication in general, and between high school teachers and their students in particular.

WhatsApp application works on Nokia Smart Phone, Huawei, Tecno Phones, iPhone, BlackBerry, Windows phone and other Android phones. This kind of platform allows school administrators to create a profile for discussions and interaction with staff, students and members of the school community. School administrators can send messages on WhatsApp with no charge other than the internet data plan that they already have on their phones. Yeboah and Ewur (2014) asserted that with WhatsApp messenger, communication through mobile phones has become easier, faster and cheaper. Yeboah and Ewur added that an individual can chat with friends and family overseas through WhatsApp without having to incur global SMS charges. Fawzi (2015) pointed out that WhatsApp supports many different message types, from simple text to pictures to audio files and videos, and this application gave one the ability to exchange information or to create a group that supports the social interactions of up to group members.

Egoza and Yaffa (2017) who reported that Whatsapp is being used as an easy and accessible form of communication in school. This finding is not surprising owing to the fact that sending of message through Whatsapp is free, provided the principals is subscribed to the data or internet service. This implies that principals to high extent; chat with staff on important academic issues, create online group for exchange of information among members of staff, remind staff of important events, briefing parents of their awards performance and providing instant update to the parent and teacher on the happenings in the school through WhatsApp.

For such schools, communication after or before class sessions, occurs through asynchronous means such as emails. As a tool, WhatsApp can facilitate synchronous communication: Instructors can reach out to learners, learners can reach out instructors and also reach out to their peers as well. Acceptance of WhatsApp as technology may not pose a challenge as students are already exposed to the technology and use it very often for their daily communication: usually outside education (Wallack & Grube, 2014). This confirms Kaplan and Haenlein (2018) findings that, principals and teachers in schools are oriented and positive about using mobile learning in educational management fields.

Among reasons that account for the popularity of WhatsApp, is its ability to allow for an almost fluent conversation, creating a sense of belongings, low cost its accessibility and ease of use for communication purposes in school management (Mazman, 2019). To Kelly (2019), WhatsApp allows for information sharing through conversations between and among students using the application. According to Weinberg (2016), when WhatsApp is implemented in school management and academics generally, students’ motivation to learn rise, making school performance increase. It also creates a more engaging environment.

In their study, Maqableh, Lama, Walaa, Masa’deh, Khatib and Karajeh (2015) conclude that WhatsApp application could greatly support learning activities and school management. Similarly Mazman (2019) recommends that collaborative management groups should be formed to motivate administrators and raise achievements of all. From the above discussion, it’s obvious that WhatsApp is relatively a new tool in education and can be used to aide teaching and learning process as well in management of the school.

WhatsApp as one of the instant messaging platforms in education has been ascribed to have the potential to increase learning. In addition to learners' being active in their studies, Cifuentes and Lents (2015) also established that it facilitates interaction and engagements level between instructors and students. In view of the aforesaid importance placed on mobile technologies, especially WhatsApp instant messaging appplication, Dunn (2013) has declared that great emphasis must be placed in using technologies within learning process. In spite of WhatsApp instant messaging application being relatively a new phenomenon, little research and documentations exists among SHS teachers in Tema Metropolis regarding its influence as a tool for instruction for students in the double track system of education.

In their study, Pacansky-Brock and Ko (2013) emphasise this fact and state that WhatsApp has grown in popularity due to its benefits such as, being able to send real-time messages to an individual or groups of friends simultaneously, low-cost, and privacy. According to Hughes and Burke (2014), Mobile Instant Messaging (MIM), especially WhatsApp Messenger, presents multiple academic opportunities to both high school and tertiary students. However, it remains one of the least exploited functionalities of mobile devices both in schools and tertiary institutions (Dykeman, 2018). Some of the reasons for this limited exploitation include the perceived nature of text-based messages, limited academic conceptualization of how textual resources may be integrated into mainstream instructional practices, and uncertainties about the academic rigor of discussions generated via text messages (Dykeman, 2018).

**Utilisation of Facebook and School Management**

Facebook is one of the social networking sites that enables one send text, picture, audio and video. Ikwuka, Egwu, Onimisi and Obumneke-Okeke (2018) asserted that Facebook is also one of the two most frequented websites in the entire Internet. It routinely trades places with Google as the most visited web service and by the company’s estimates, it now has over 800 million active users (Golam, 2015). Furthermore, Golam pointed out that Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues. Principals can create a Facebook profile for school and add teachers, parents and other stakeholders in order to exchange information, updates and photos, share video and receive notifications on various administrative issues in the school. Through Facebook, school principals could posts updates about calendar events to parents and teachers. In the same vein, Rdouan, Abdellatif and Raddouane (2013) pointed out that school administrators can view the files uploaded by others, enrich them with tags, and share their thoughts through comments so as to enhance communication.

Kasey and Green (2016) reported that principals frequently use Facebook for disseminating information. This contradiction could be as a result of difference in geographical location. This finding shows that principals to a low extent; share video of important events of the school, post important pictures for parents to be aware of development projects in school and send direct messages to stakeholders about the progress of the school through Facebook. Sending messages through Facebook cost more data than through Whatsapp. This may account for low extent of principals’ utilization of Facebook for enhancing communication in school.

Facebook is a popular social media tool used to enhance two-way communication for various purposes (Ellison et al., 2007). Although Facebook began in 2004 for Harvard University students, it was not made available to the general public until 2006 (Facebook, 2015). Today, Facebook has more than 1 billion users worldwide, encompassing a wide range of individuals (Facebook, 2015). Facebook is used by a variety of people, which include school stakeholders, as 74.0% of parents visited Facebook in 2015 (Duggan, Lenhart, Lampe, & Ellison, 2015). Accessing Facebook can provide a gateway to information sharing between organizations and stakeholders in addition to providing a method to connect with friends and relatives (Ellison et al., 2007; Vitak & Ellison, 2013). This shift in information seeking had a big effect on the way people and organizations provide and receive news (Larkin, 2013). Not only has Facebook impacted the displacement of traditional news media,

According to Ribble, Bailey and Ross (2017), the school which uses Facebook actively reap some awesome benefits, including:

* Sharing valuable information quickly and efficiently
* Building trust and transparency through comments, replies, Facebook Groups and Facebook Messenger.
* Targeting specific demographics through social media adverts to increase awareness and engagement.
* Leveraging Facebook analytics to identify areas for improvement.
* Scheduling content right in the platform to save time.

**Utilisation of e-mail and School Management**

Use of modern technology in education is multi-faceted, among which is the use of e-mail in communication. . E-mail has been reported to be a beneficial tool in education. A conceptual framework for integrating e-mail in a variety of courses for independent learning situations was illustrated some years ago (Page & Page, 2015). More reports on uses of the e-mail system in academia have emerged ever since. It is believed that the use of e-mail can enhance communication between faculty members and their students and, thus, enhances effective management of the education process (Xaba & Malindi, 2018).

E-mail and computer software were used in education in the United States of America, and the United Kingdom, mainly to process information on personnel, and to link local and central education administration offices (Twinning, 2019). E-mail and computers for instance can be used in keeping students and various administration resources records (Maki, 2018).

Sunday and Oni (2012) found that Nigerian school administration used, e-mail to send and receive, bulk information to and from parents and other stakeholders and receive and send information on students, staff, and materials to and from government and other agencies. Hinduja and Patchin (2015) said that schools and colleges use the website to advertise for places and students and parents apply through the website, whereas management information systems are used in the offices to store data on students and personnel (Luik, 2016).

Odhiambo (2015) argued that principals used school assemblies, staff meetings, HODs as information carriers, memos, staff reports and consultations to communicate within the schools. However, it was noted that these channels are prone to distortion due to language barrier and absenteeism on the part of the recipients. This gap can be bridged by IS utilization such as MIS, E-mail, website, and SMS which provide efficient and effective means not prone to distortion.

E-mail is having a profound impact on the workplace; this is particularly true for schools and for those in the position of Principals (Larkin, 2015). The benefits of e-mail use for principals include convenient and efficient communication with stakeholders, the opportunity to better manage workloads, and the ability to document daily communications by creating an accountability trail. Challenges include high volumes of e-mail, extended workdays, increased workload, greater expectations of shorter response time, and a blurring of the boundaries between work and home. The most compelling finding is that e-mail communication has intensified contemporary principals’ work and transformed the principalship into a mobile position with poorly defined work hours.

The Internet, e-mail, smartphones, and social networking have profoundly impacted the work environments of a number of professions. The education sector, specifically the school principalship, has been highly affected (Cho, 2016; Cho & Jimerson, 2016). Many scholars have purported that technology makes work easier, increases efficiency, reduces paperwork, and promotes work–life balance (Cho & Jimerson, 2016). The emerging evidence that describes how school principals manage the changes resulting from increased use of e-mail in the workplace is not uniformly positive, however. For example, because principals are increasingly expected to engage with and respond to e-mail messages, they may suffer from the same lack of work–life balance experienced by other “connected” professionals (Duxbury, Higgins, Smart, & Stevenson, 2014; Towers, Duxbury, & Thomas, 2016).

Until recently, e-mail was mainly confined to traditional working hours, as computers and mobile phones were too expensive for personal use and too heavy to transport to and from the workplace (Towers et al., 2016). Over the past 20 years, however, the technological chains that once bound office workers to their desks have been broken” (Towers et al., 2016). These innovations have significantly impacted principals, whose school districts have encouraged them to become technology leaders at their schools (Cho, 2016).

E-mail has long been a preferred form of communication for principals (Gurr, 2014); however, it appears that the volume of e-mail that principals receive has increased over the past two decades.

Ontario principals recently reported spending an average of 11.5 hours per week sending and receiving e-mail, with many indicating they receive over 100 e-mail messages a day—numbers that dwarf those reported more than a decade ago (Pollock, 2014). Scholars have also found that e-mail has increased the volume of communication/information that principals both send and receive (Hines, Edmonson & Moore, 2018). This heavy use of e-mail starkly contrasts earlier findings reported in the early 2000s, when e-mail was still largely a work-based phenomenon. For example, in 2003, only 51.6% of Australian principals reported receiving more than 20 e-mail messages per week (Schiller, 2003). Further, Anderson and Dexter (2000 2005) found that principals rarely used e-mail to communicate with multiple groups of stakeholders. Finally, principals interviewed by Gurr (2016) did not feel the need to check their e-mail on a daily basis.

The increase of e-mail volume also extends principals’ workdays. The advent and proliferation of e-mail and relatively inexpensive computers, smartphones, tablets, and remote connections used to access e-mail, have provided employers and employees with the ability and opportunity to extend time spent “on the clock” (Duxbury et al., 2014; Towers et al., 2016). As a result of this process, employers expect employees to be on call at all times, willing and able to respond promptly to any inquiry (Duxbury et al., 2014; Towers et al., 2016). For instance, in a recent survey of 33,000 Canadian professional office workers, 70% of the sample felt the advancements of e-mail in their workplace made achieving work–life balance more difficult, and led to increased stress and work intensification (Duxbury et al., 2014; Towers et al., 2016). Not only does this evidence point to the role of e-mail in work intensification, but also highlights its tendency to erode the boundary between home and the workplace.

Principals may also experience a learning curve when navigating new e-mail applications and programmes. Evidence has shown that many principals are entering the latter stages of their careers and can hardly be considered “digital natives” (Brockmeier, Sermon & Hope, 2015; Sheninger, 2014). Scholars have also described the professional development opportunities for principals interested in improving their technological skills and abilities as limited and varied (; Sheninger, 2014). However, it does appear that principals are making use of ICT platforms such as Twitter to engage in their own self-directed professional learning (Cho, 2016; Cho & Jimerson, 2017; Sauers & Richardson, 2016). Twitter is an online social networking service where users communicate with one another using messages that are 140 characters in length (Cho, 2016; Cho & Jimerson, 2017; Sauers & Richardson, 2016). Twitter is a convenient communication tool that principals can use to connect with colleagues and engage in professional learning (Cho, 2016).

Engaging in professional development opportunities on Twitter, such as Twitter chat sessions, can make principals feel more knowledgeable about educational issues and buffer professional isolation by providing them with a sense of belonging (Cho, 2016; Cho & Jimerson, 2017). However, recent studies have found that few principals can describe how engaging in professional development opportunities have influenced their practice (Cho, 2016). Further, the public nature of e-mail can be problematic for principals, as they may be reluctant to engage in the types of candid conversations and meaningful discussions needed for significant professional learning to take place (Cho & Jimerson, 2016). E-mail is a much more private form of communication: Principals can send messages to an individual or a small group of recipients.

**Theoretical Framework**

The theoretical framework of this study focuses upon Collaborative Leadership Theory and Social Customers Relationship Management (CRM).

**Collaborative Leadership Theory**

The first theoretical framework used in this study focused upon leaders collaborating with stakeholders. Chrislip and Larson (1994) conducted civic collaboration and leadership research in the 1980s and 1990s. Through that research, Chrislip and Larson developed collaborative leadership theory, which is a symbiotic relationship between two or more parties who work towards agreed upon endeavors through collaboration and shared responsibility for achieving the outcome (Chrislip & Larson, 1994). For successful collaboration to occur, all stakeholders must be included and provided a forum to share views and input with leadership (Chrislip & Larson, 1994). Implementation of the collaborative leadership theory is evidenced in Chrislip and Larson (1994) study of technology-savvy superintendents as effective district leaders collaborated with staff, students, parents, and the community. This aligns with additional literature that states effective leadership must be distributive. More than one person is needed to effectively lead school endeavours and establish relationships with stakeholders, thus the need for the school administrators to use social media in communicating with all stakeholders on matters concerning the school for effective school management and administration to take place. Building stakeholder relationships leads to the second theoretical framework of this study.

**Social Customers Relationship Management (CRM)**

The second theoretical framework utilised in this study was social CRM. Social CRM grew originally from relationship marketing (RM), a popular public relations framework in the 1980s with a focus upon building relationships between customers and businesses (Greenberg, 2016). In the 1990s, RM gave way to a newer model known as CRM that included an increased focus on customer relationships via two-way interactions. There is no one set definition of CRM as it can adopt different meanings depending upon the organization and the relationship; however, CRM includes three components: technology, process, and people.

Emerging from CRM is the social CRM model, which is also known as CRM 2.0 or collaborative CRM (Greenberg, 2016). This model originated between 2007 and 2008 in response to the growing popularity of ICT, notably social media, and included two-way customer interaction with a focus upon organizations gaining customer insight (Greenberg, 2016). Employees and leaders in businesses, nonprofits, and education organizations use social CRM to forge relationships with customers and stakeholders (Greenberg, 2016). As with CRM, there is no set definition of social CRM as it can change depending on the organization (Greenberg, 2016). Cox and McLeod (2014) conducted a study of integrating social CRM theory into educational leadership communication to develop their own definition. Cox and McLeod define social CRM as a way for organizations to strategically engage stakeholders using social media to collaborate in an effort to promote stronger relationships, develop trust, and increase transparency.

As community demands call for increased transparency and collaboration, the collaborative leadership theory and social CRM model provided a solid framework for this study. To build relationships and trust with the community, school administrators must change their leadership style to a collaborative nature that utilizes the technological means most stakeholders will readily access (Cox & McLeod, 2014). Collaborative leadership theory and the social CRM model align with this study as together they address the need for building relationships and the use of social media.

**Challenges of Social Media**

Although social media offers considerable advantages in communicating and engaging with school stake-holders, many school principals are reluctant to bring social media into the classroom due to challenges such as cyberbullying, student privacy issues, and access issues. Cyberbullying is typically defined as aggression that is intentionally and repeatedly carried out using digital forms of communication (e.g., e-mail, blogs, instant messages, text messages) against a defenseless person (Kowalski, Limber, & Agatston, 2012; Sticca & Perren, 2013). Recent studies of students’ digital behaviors have found that cyberbullying is occurring at alarming rates. Researchers (Hinduja & Patchin, 2015) have found that as many as 25% of students reported that they had been bullied at some point in their lifetime and 10% reported that they had been bullied in the last 30 days. Similarly, these same studies indicated that 16% of students reported that they had cyberbullied at some point in their lifetimes, and 6% reported that they had cyberbullied in the last 30 days. Thus, as schools consider the use of social media in the schools, consideration must be given to the potential that some students may bring their negative digital behaviors into the learning environment. Some schools are responding to this challenge by educating students on proper digital citizenship (defined as the norms of behavior with regard to active technology use, Ribble, Bailey, & Ross, 2017), strengthening student policy regarding offenses, and community building (Horowitz & Bollinger, 2014; Page & Page, 2015).

Protecting student privacy when using social media in academic environments is another concern for school principals (Whitehead, Floyd & Decker, 2013). Although, today’s students are skillful at navigating across multiple social media platforms sharing copious amounts of information about themselves throughout, school principals, bound by Family Educational Rights and Privacy Act (FERPA), Child Internet Protection Act (CIPA), and like legislation, are concerned that students’ personal information or preferences may be publicly revealed or hacked on social media sites if they are used as part of instruction (Baule & Lewis, 2016). Many social media sites are responding to the call for greater privacy by giving users more control over their privacy settings (Pacansky-Brock & Ko, 2013). Additionally on some social media sites, teachers can create class accounts where students are en-rolled through class identifiers rather than personal information. On other social media sites, teachers can invite students to a closed group that is only available to students within the class.

Access to digital tools and networks is a final concern for principals (Hughes & Burke, 2014). While reports about the pervasiveness of student ownership of smart-phones and devices continue to climb, some students still do not own these tools or have limited or no access to the Internet outside of school. According to Lenhart (2015), 75% of teenagers in their national survey claimed owner-ship or access to a smartphone and 91% of teenagers re-ported that they most frequently used mobile devices to access the Internet. While these numbers reflect a substantial decline in the Digital Divide, there are still some students for whom accessing the Internet for a homework assignment outside of school may prove problematic especially in many rural environments. Some schools are ad-dressing these concerns through providing before and after school access to computer labs and the library, placing wifi on school buses and working with public libraries (McCrea, 2015).

Njoku (2006) observed that most of the school principals in this 21st century are illiterate in the application of this ICT resources in school which seem to affects administrative effectiveness in schools. This also indicates some level of ineffectiveness in schools. In addition, many principals’ are also affected by non-utilization of ICT facilities such as the use of computer in the admission procession. This is evident in their constant usage of manual methods when it comes to disseminating information to parents and getting information from the Ministry of Education regarding admission processes. In this regard, many principals of secondary schools still send hand written letters to parents. Most time, they are found going to Ministry of Education to get information regarding student admission instead of applying ICT facilities to get all these done (Njoku 2006).These situations actually impacted negatively on the achievement of administrative effectiveness of secondary schools

**Appraisal of Literature Review**

In this chapter, related literatures have been reviewed on social media and its use in education, more precisely on school management. It has been established through the extensive review of literature that there is relationship between the use of social media and principals’ administrative effectiveness in secondary schools. Parveen (2018) defined electronic management as a strategic approach for the management of the future and dynamic organisations by implementing high performance system based on technology. The electronic management focuses on integration, automation and artificial intelligence, particularly through the use of social networking sites for achieving the vision of the organisation. Social media is a powerful tool that can be advantageous to school administrators both personally and professionally. Its use includes: sharing ideas within the staff of an organization, mutually beneficial partnership with other schools, sourcing for information, professional development via online seminars, workshops, courses and other educational programmes. Therefore, a good application of the various forms of social networking sites such as e-WhatsApp, Facebook and e-mail in the management process would bring about principal administrative effectiveness in the secondary schools.

The review of the related literature indicates that school management is associated with the developmental processes of the school, while school effectiveness is goal attainment, the whole concept of administrative process and effectiveness could be enhanced by proper implementation of social networking sites which embraces so many aspects, such as; WhatsApp, Facebook and e-mail. These various forms of e-management process have not been explored in the related literature by various scholars as they relate to the Nigerian experience. This is now the thrust of this study. Thus, the existing gap in the review of the related literature that the present student intends to fill is to relate social media with school management in Nigerian secondary schools with specific reference to Education District IV, Lagos State. Besides, most of the findings of the previous researches still require further empirical verification. Also, based on the literature reviewed, it was found that most studies carried out were foreign based with few that are on the area where the present study has been carried out, hence the need for the present study.

Conclusively, one can strongly believe that social media could be used as valuable asset to education as it can (if properly managed) improve school management and administration as it acts as an extension of the traditional school management and administration experience.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

This chapter presents the methodology that was used in conducting the study. The procedure was explained under the following sub-headings:

* Research Design
* Population of the Study
* Sample and Sampling Technique(s)
* Research Instrument
* Validity of the Research Instrument
* Reliability of the Research Instrument
* Method of Data Collection
* Method of Data Analysis

**Research Design**

The descriptive survey research design was adopted for the study. A descriptive survey research design is a technique that can be used to observe and describe the behaviour of subjects without influencing it in any way (Adekoya & Adetoro, 2007). This research design helps the researcher to use sample data to document, describe and explain participatory decision making and teachers’ productivity in secondary schools in Education District IV of Lagos State. The justification for its use lies in the nature of the variables involved in the research. It describes the existing situation by collecting data through questionnaire. A descriptive survey research design was also adopted because it gives a picture of a situation or a population and therefore provides the basis for eliciting possible solutions for alleviating the problems under study.

**Population of the Study**

The population for this study comprised of all teachers from public senior secondary schools in Education District IV of Lagos State. However, the target population for this study comprised all the 1051 teachers in 40 public senior secondary schools in Education District IV of Lagos State (Ministry of Education, Alausa, Ikeja, 2021/2022 Academic Session).

|  |  |  |  |
| --- | --- | --- | --- |
| **S/N** | **Local Government** | **Schools** | **Teachers** |
| 1. | Lagos Mainland | 14 | 321 |
| 2. | Apapa | 6 | 149 |
| 3. | Surulere | 20 | 581 |
|  |  | **40** | **1051** |

**Source: Ministry of Education, Alausa, Ikeja, 2021/2022 Academic Session**

**Sample and Sampling Technique**

Two hundred and twenty five (225) teachers were selected as sample size for this study, which is 21% of the total population. A good minimum sample size is usually 10% (Tuckman, 2002). The sample size comprised male and female teachers from 15 senior secondary schools in Education District IV. Simple random sampling technique was employed in the selection of the schools for this study. This involves the use of balloting method to select the sample. The names of all the secondary schools in the study area were written on pieces of papers and folded while a neutral person was called upon to pick the numbers at random until the 15 schools were completed. Also, by simple random sampling technique, five (5) public senior secondary schools were selected from each of the Local Government areas that make up the Education District (i.e. 5 from Mainland, 5 from Apapa and 5 from Surulere) respectively. Furthermore, to ensure good representative of the research subjects, fifty (15) teachers were randomly selected from each school using stratified sampling technique. Hence, the sample size was totaled to two hundred and twenty five (225) senior secondary school teachers.

|  |  |  |  |
| --- | --- | --- | --- |
| **S/N** | **Local Government** | **School** | **Sampled Teachers** |
| 1. | Lagos Mainland | 5 | 75 |
| 2. | Apapa | 5 | 75 |
| 3. | Surulere | 5 | 75 |
|  |  | **15** | **225** |

**Research Instrument**

The research instrument used for this study was a self-designed questionnaire titled “Social Media and School Management Questionnaire (SMSMQ).” The questionnaire was in two sections: ‘A’ and ‘B’. Section A comprised items which sought personal information about the participants while Section B comprised structured items that enabled the research to answer the research questions and test the formulated hypotheses. Section B of the questionnaire took the format of Yes or No. The participants responded to the items by ticking the option they think was the correct response for each of the item statements based on their opinions.

**Validity of the Research Instrument**

To ensure that the research instrument measured what it intended to measure, the face and content validity of the instrument was assessed by the Project Supervisor to ascertain the appropriateness of the content, level of accuracy and structure of expressions. The corrections made by the Supervisor were effected to prepare the final draft of the instrument. This was done to ensure face and content validity before administering it on the participants.

**Reliability of the Research Instrument**

For the reliability of the instrument, a pilot survey was carried out. Twenty copies of the questionnaire were administered on 20 participants outside the study population, specifically from Education District II of Lagos State. The data collected from the pilot survey were statistically analyzed for purpose of determining reliability co-efficient using the Cronbach Alpha Coefficient and the co-efficient of 0.74 was obtained. Based on the high value of the coefficient, the instrument was adjudged reliable to be used in the study.

**Method of Data Collection**

The researcher with the permission of the principals and cooperation of the teachers administered the questionnaire on the participants in the selected schools. The copies of the questionnaire were filled by participants immediately after administration while collection was also be made same day upon completion to ensure high return rate. However, the questionnaires administered were to two hundred and twenty five (225) respondents while two hundred and twenty (220) questionnaires were retrieved from the respondents which represented 97% rate of return. Thereafter, copies of the completed questionnaires will be collected and collated for the analysis of data

**Method of Data Analysis**

Descriptive and inferential statistical tools were used to analyse the data collected using percentages, frequency tables and Pearson Product Moment Correlation. The percentages and frequency counts were used to analyse the bio-data of the participants and the research questions while Pearson Product Moment Correlation was used to test all the hypotheses in this study at 0.05 level of significance.

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# APPENDIX

# UNIVERSITY OF LAGOS

**SCHOOL OF POSTGRADUATE STUDIES**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT**

**Social Media and School Management Questionnaire (SMSMQ)**

Dear Participant,

This questionnaire is designed for the study of social media and school management. It will be appreciated if you could please respond to each item objectively. Your response will be treated in confidence and will be used only for the purpose of this study.

Thank you.

**SECTION A: Personal Information**

**Instruction:** Put a tick () appropriate.

1. Gender: Male [ ] Female [ ]

2. Age: 21 - 30 years [ ] 31- 40years [ ] 41 – 50 years [ ]

51 years and above [ ]

3 Highest Qualification: N.C.E./OND [ ] HND/B.A/ B.Ed/B.Sc [ ]

MA/MSc/M.Ed [ ] Others, specify \_\_\_\_\_\_\_

4. Years of Teaching Experience: 1 – 5 years [ ] 6 – 10 years [ ]

11 - 15 years [ ] 16 years and above [ ]

### SECTION B

### Instruction: Put a tick ( ) to indicate your level of agreement or disagreement with the items presented below.

**KEYS:** Yes / No

|  |  |  |  |
| --- | --- | --- | --- |
| **S/N** | **Principals’ utilisation of WhatsApp** | **Yes** | **No** |
| 1. | Principal uses voice message for discussing academic matters with staff. |  |  |
| 2. | Principal uses video calls for disseminating information to staff. |  |  |
| 3. | The school creates online group for exchange of information among members of staff. |  |  |
| 4. | The school platform is used to invite parents to important meetings |  |  |
| **S/N** |  | **Yes** | **No** |
| 5. | The principal reminds staff of important events through WhatsApp messages. |  |  |
| 6. | School platform is used to brief parents of their wards’ behaviour and performance |  |  |
| 7. | School platform is used to provide instant updates to the parents and teachers on the happenings in the school. |  |  |
|  | **Principals’ utilisation of Facebook** |  |  |
| 8. | The school has Facebook profile for updating of information |  |  |
| 9. | Facebook profile is used to share video of important events of the school. |  |  |
| 10. | Posting important pictures for parents to be aware of development projects in school |  |  |
| 11. | Inviting members of the public to attend programmes of the school |  |  |
| 12. | Sending direct messages to stakeholders about the progress of the school |  |  |
| 13. | Facebook provides frequentaccess to school-to-home communications. |  |  |
|  | **Principals’ utilisation of e-mail** |  |  |
| 14. | Principal uses e-mail for disseminating information to staff |  |  |
| 15. | The use of e-mail helps in the effectiveness of leadership communication in the school. |  |  |
| 16. | The principal uses e-mail for dissemination of official matters in the school. |  |  |
| 17. | The use of e-mail enables me to have more accurate information as regards school activities. |  |  |
| 18. | E-mail provides the most frequentaccess to school-to-home communications. |  |  |
| 19. | The principal sends email messages for official work. |  |  |
| 20. | Thorough the use of e-mail, administrator sends and retrieves information for decision-making in the school. |  |  |