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**EDUCATIONAL MANAGEMENT IN THE ERA OF SOCIAL MEDIA: THE CASE OF
SENIOR HIGH SCHOOL ADMINISTRATORS IN THE SAGNERIGU MUNICIPALITY**

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BY

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(UDS/EMP/0030/22)

UNIVERSITY FOR DEVELOPMENT STUDIES



This Thesis is submitted to the Department of Educational Management and Policy Studies, Faculty of Education University for Development Studies in Partial Fulfillment of the requirements for the Award of Master of Philosophy (Degree) in Educational Management Planning.

JUNE, 2024

DECLARATION

Candidate's Declaration:

I declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Signature of Candidate.....

Date17/02/2025

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Supervisor's Declaration:

I hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University for Development Studies (UDS).

Supervisor's Signature

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ABSTRACT

The study focused on educational management in the era of social media: The case of senior high school administrators in the Sagnerigu Municipality. The study objectives looked at the utilization of social media in school management by administrators, the advantages linked to the utilization of social media by school administrators and the effective ways educational administrators manage social media use in the senior High Schools. The study used descriptive survey design. A sample size of (175) was derived from a population of (320) and the study employed a simple random sampling method to select all administrators in the four Senior High Schools. Questionnaire was used for data collection and SPSS version 26, was used to analysed the data. The study found that social media is primarily utilized for collaboration in schools. Social media platforms facilitate the extensive dissemination of educational content. Educational institutions, such as schools and universities, can disseminate up-to-date information, announcements, and events in a streamlined and impactful manner by leveraging diverse social media platforms such as Facebook, Twitter, and Instagram. Therefore, members of the educational community, including students, faculty, and parents, can readily access current information without depending on conventional mediums like newspapers or printed flyers. The study concluded that most of the administrators utilize social media tools in education management do so efficiently. Specifically, social media is mostly employed by administrators to disseminate information to instructors. The study recommended that the educational institutions must establish supervisory policies and tools to oversee students' conduct when engaging on social media platforms. Furthermore, it is crucial to cultivate a setting where students experience a sense of security and ease, enabling them to engage in online debates and exchange ideas without apprehension of encountering bullying or harassment.



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DEDICATION

I dedicate this work to my wife and children



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CHAPTER ONE

INTRODUCTION

1.1 Background of Study

The management of education in the era of social media has become an essential component of the educational process. Social media has become an omnipresent aspect of contemporary existence, with an increasing number of individuals depending on platforms such as Facebook, Twitter, Instagram, and LinkedIn for communication, entertainment, and the exchange of information. Social media has emerged as a crucial instrument for educators, students, and administrators in the realm of education. It facilitates the sharing of resources, networking with peers, and the distribution of information. Nevertheless, despite the numerous advantages that social media provides, it also introduces novel obstacles for educational administration. In an environment where social media is used so intensely, it is unthinkable that educational administrators do not use these effective tools in school management. 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.

Educational management is a very broad term, which covers “the foundational concepts in the organization of educational institutes” (Heck & Hallinger, 2005). According to Bush (2008), the narrative in recent debates, with regards to education





have 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; Fitzgerald, 2009). Educational management in practice entails delegation, which involves being assigned, accepting and carrying the responsibility for the proper functioning of a system in which others participate in an educational institution, and implies an organizational hierarchy.” (Connolly, James & Fertig, 2017).

Weinberg (2009) defines social media as a field of application that places the world of the internet rapidly into our life and enables the sharing of information, different perspectives / thoughts and experiences through community-oriented websites. The fact that most 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. Given the pervasive usage of social media, it seems inconceivable that educational administrators would not utilize these powerful tools for school management. In order to be efficient in fostering efficiency in management and school development, it is imperative for the administrator to utilize social media proficiently. Moreover, social media can be utilized as a means to enhance school growth by facilitating contact between students and teachers. School administrators have a multitude of tasks. Their responsibilities encompass enhancing student



learning, guaranteeing safety and security, fostering social and moral development in pupils, and facilitating the professional growth of instructors (Cho & Jimerson, 2016). Administrators can proficiently utilize social media while carrying out these duties. Social networking has completely changed how people interact and communicate with each other. It is now an essential part of our everyday existence, and it has shaped the way we obtain and understand information. In the field of education, social media can be a helpful tool for enhancing communication, collaboration, and knowledge acquisition.

Social media can be turned into opportunity in school development which may promote the communication between students and teachers. Administrators in schools are responsible for improving student learning, ensuring safety and security, social and moral development of students, and professional development of teachers (Cho & Jimerson, 2016). Administrators can effectively use social media while fulfilling these responsibilities. When the literature is scanned, there are many researches on the use of technology in education by teachers, students and school administrators. In their research “Why Social Media Must Have a Place in Schools?”, Krutka and Carpenter (2016) assert that while a great number of students use social media, teachers and administrators insist on the necessity of not using social media. The result of the research says that teachers and administrators’ using social media can be turned into an opportunity.



Cho and Jimerson (2016) study on the impact of social media on occupational learning and school management. In their research “Management of social networks in the educational process”, Mora, Pont, Casado and Iglesias (2015) indicated the importance of social media for education enrichment where students can freely express themselves. Social media has become an indispensable component of our everyday existence, encompassing the realm of education as well. Academic establishments are utilizing social media platforms to establish connections with students, teachers, parents, and the community. Although social media offers numerous advantages, it also introduces novel obstacles and hazards that require attention. Educational administration must possess an understanding of the potential ramifications of social media on their institution and the strategies to properly handle them.

Numerous people defined School Administrators in different forms but for the purposes of this study, school administrator is someone who heads a unit within the senior high school set up and perform leadership roles as delegated. These included the following:

- Head Master or Head Mistress: Head Master as an administrator is to provide direction, leadership and coordination within school. He plans and organizes school activities, allocate duties to teaching and non-teaching



staff. Maintain relationships with parents, community and government.

Communicate effectively for and behalf of the school.

- Assistant Head Masters: The delegated role of assistant headmaster domestic generally sees the wellbeing of students and staff. The office is also in charge of Assets and Properties, and thus coordinates with the storekeeper to do this. He or She works does not end with close of days' work but still continuous.
- Assistant Headmaster Administration: He or She assist the headmaster in the performance of various leadership responsibilities and acts as an essential liaison for families, students, faculty and staff regarding students' performance and conduct, as well as academic and instructional areas.
- Senior Housemaster or Senior Housemistress: He or She provides caring, disciplined, and supportive atmosphere in the school. Maintaining high standards of behavior and appearance of boarding students in support of the school mission statement.
- Head of Departments: As an administrator on a delegated role, he or she help staff achieve constructive working relationships with students; establish clear expectations and constructive working relationships and



among staff involved with the subject, including through team and mutual support; devolving responsibilities and delegating tasks as appropriate.

- Administrative Staff: He or She is responsible of maintaining school budget, hire and oversee faculty, improving curriculum and communicate effectively with families.
- Bursars or Accountants: They are responsible for ensuring efficient functioning of all administrative departments, offices and management of school, support staff to ensure best in class boarding school facilities for students and staff. They also ensure financial management, control and reporting for the school. Improved performance and providing governance with financial information to support good decision making.
- Library Administrator: He or She is responsible for developing and updating library inventory. He is also responsible for handling budgets and library projects. He or She supervises the library assistants and other staff. He is also responsible for responding to questions from teachers and students.
- Matron: She is responsible for the care, supervision and well-being of students. He is responsible for the day to day running of the house routines and systems, health and well-being of the students.



- Information & Technology Director: He is responsible as a delegated administrator in actualizing the stated goal of the school. He is responsible for organizing, scheduling and implementing information, communication and technology tasks, projects and facilities. He is also to ensure the stability and efficiency of all ICT operations within the school. He is also to ensure that appropriate use of the school's network and compliance to the school's data retention and management policy.
- Coordinator of Science & Mathematics Quiz: As a delegated administrator, he is responsible in assisting in maintaining and ensuring consistent, rigorous and equitable resources for the Quiz Programme in the school. He is responsible in coordinating activities and provide training and assistance to enhance faculty and administrative understanding of educational practices and instructional materials. Equip teachers and students ready for the Science and Mathematics Quiz competition to become victorious.

The school administrator is responsible for being an agent for change and providing instruction in leadership within the school. They also oversee personnel services, student services, budget services, administration of general services, and regulation of school-environment connections. The perspective of the school Administrator about innovation and leadership in this domain also has an impact on other staff members (Özdemir et al., 2014). The effectiveness of schools is contingent upon their proficient



administration. This occurs when school administrators effectively allocate and utilize human and financial resources in a synchronized manner (Ada and Baysal, 2010). The resolution of management issues should be approached through scientific methods rather than relying on trial and error (Bursalioglu, 1987). Humans have the ability to disable even the most perfect system, and can create high-quality products in a system that has extremely unfavorable conditions (Celep, 2000). Education is an essential aspect of human development, and the way it is managed significantly influences the efficiency of the education system. In recent years, technology has experienced unprecedented advancements. Administrators who possess the ability to quickly adjust and keep up with the ever-evolving technology are in high demand. The demand for teachers and school administrators to utilize social media proficiently is increasing. Today, technology develops more than ever. There is a need for administrators to adapt to rapidly changing and developing technology. The need for school administrators to use social media effectively is growing since students use social media more often. It against this background that this study intends to assess the educational management in the era of social media using senior high school administrators in the sagnerigu municipality.

1.2 Statement of the Problem

To enhance operational efficiency and mobilize organizational resources, it is imperative to establish swift and efficient communication and interaction within the



school community. Additionally, it is crucial to address any issues arising from administrators and teachers in organizational communication. The implementation of social network systems in school administration and educational settings, their functionalities, and the perspectives of teachers and administrators have been the subject of research (Çetinkaya, 2019; Firat et al., 2015). The increasing influence of social media in the school community has led to a prioritized agenda, as all stakeholders in educational institutions strive to gain control over this domain.

LaRue (2012) recorded similar outcomes. Facebook introduced Facebook groups as a replacement for a learning management system. These groups allow users to communicate without being friends, give a private environment that requires invitation to join, and ensure that members do not share information on their public profiles. Moreover, the administrator possesses the capability to establish, terminate, or sustain the group. Facebook can be utilized as a helpful educational tool when a suitable learning management system is lacking or to improve the integration of technology. Acton and Koum established WhatsApp in 2009 (Summers, 2020). The mobile application is purposefully designed to facilitate the exchange of a wide variety of data, including but not limited to text messages, images, videos, documents, location data, and vocal communications (Tillman, 2022).



Twitter, a platform that commenced operations in 2004 and underwent incremental updates prior to its official debut in 2006, currently boasts a user population of 396.5 million, an initial exploration on Google Scholar utilizing the query "Twitter pedagogical tool" returns approximately 170,000 results, encompassing a wide range of concepts and themes. However, it can be deduced that academics are utilizing Twitter as an instructional tool and assessing its effectiveness, it is crucial to note that while Twitter and other social media platforms may offer benefits, their effective implementation requires thorough preparation in advance (Dean, 2022).

Zoom is a teleconferencing program designed to facilitate virtual interactions when face-to-face encounters are difficult. The platform facilitates real-time text-based conversations, capturing audiovisual content, and conducting virtual meetings (Tillman, 2022). The utilization of Facebook, WhatsApp, Google, and Zoom was detailed in the report. Social media was deemed superior to alternative free online tools such as ZOOM and Google Classroom by the students. This was primarily due to its user-friendly interface, increased utility, and enhanced interactivity. The participants, as stated by the authors, possessed prior familiarity with Facebook and WhatsApp but expressed discomfort with Zoom. This lack of comfort with Zoom potentially impacted their perception of their preferred learning tools. According to Hanson and Danyluk (2022), the utilization of Zoom as an instructional instrument generated



innovative pedagogical opportunities that motivated instructors to investigate the respectful incorporation of Indigenous perspectives in virtual learning environments.

In summary, social media offers various advantages for educational institutions, although it also presents several obstacles including privacy, security, and reputation management. In order to proficiently oversee the utilization of social media, educational institutions had to set unambiguous standards and policies, offer training and education, employ social media management tools, actively interact with stakeholders, and monitor social media activities. Additional research is required to investigate the efficacy of these strategies and discover further optimal methods for effectively utilizing social media in education. There is a necessity for a preliminary investigation that examines how educational administrators are handling the utilization of social media and tackles the difficulties and possibilities that it brings out.

1.3 Objective of the Study

The study aims to offer valuable insights into the development of efficient social media policies and guidelines for educational management, with the goal of promoting secure and advantageous utilization of social media in the field of educational management by administrators.



1.3.2 Specific Objectives

The specific objectives include to:

1. Analyze the utilization of social media in school management by administrators
2. Ascertain the advantages linked to the utilization of social media by school administrators
3. Explore the effective ways educational administrators manage social media use in the senior High Schools

1.4 Research Questions

1. What are the social media handles used in Senior High Schools by administrators?
2. What are the opportunities associated with use of social media by school administrators in the Senior High Schools?
3. What are the effective ways of managing social media in the Senior High Schools by administrators?

1.5 Scope of the Study

This study examines the educational administration in the age of social media by administrators of specific Senior High Schools in the Sagnarigu Municipality,



including Tamale Senior High School, Islamic Science Senior High School, Northern School of Business, and Kalpohin Senior High School. The selection of these institutions is deliberate, as it has allowed the researcher to access and interact with the school administrators to obtain the necessary information for the study.

1.6 Significance of Study

The incorporation of social media in education has yielded numerous advantages, such as enhanced communication, increased collaboration, and access to a wide array of resources. Nevertheless, it has also posed difficulties such as cyber bullying, erosion of privacy, and dissemination of false information. Therefore, it is essential to comprehend the influence of social media on educational administration, as it may assist in formulating tactics to tackle the difficulties and exploit the possibilities offered by social media.

Academic establishments are progressively utilizing social media platforms to establish connections with students, teachers, parents, and the community. Although social media offers numerous advantages, it also introduces novel obstacles and hazards that require attention. Hence, it is imperative for school administrators to be cognizant of the possible ramifications of social media on their institution and to adeptly handle them.



The utilization of social media has become a crucial component of our everyday existence, and its application has expanded to the realm of education. Nevertheless, the incorporation of social media into education introduces novel obstacles that necessitate attention from educational administration. This research endeavors to assess the influence of social media on educational management and identify efficient strategies for its implementation in educational institutions. The study's findings will offer valuable insights into the advantages and drawbacks of using social media in education. This will assist educational institutions in formulating effective methods for managing its use. The growing utilization of social media in education has presented novel issues and prospects for educational administration. Social media offers a medium for exchanging information, working together, and sharing knowledge. However, it also exposes users to potential dangers such as online harassment, privacy issues, and improper utilization. Educational administration must comprehend the ramifications of social media on their institutions and devise efficacious tactics for its management.

The importance of this issue stems from the necessity for academic establishments to comprehend the influence of social media on their establishment and how to proficiently handle it. Social media is a potent instrument that can augment communication, participation, and learning. However, it can also present hazards such as cyberbullying, improper use, and privacy issues. This study aims to examine the



impact of social media on educational management practices, with the goal of identifying effective solutions to mitigate risks and optimize the benefits of using social media in academic establishments.

Ultimately, the importance and rationale of this issue lie in aiding educational institutions in comprehending the ramifications of social media on their establishment, recognizing the advantages and drawbacks linked to its utilization, and investigating efficacious techniques for its administration. This study can provide valuable insights to policymakers, educational administrators, and educators regarding the effective and secure utilization of internet sites in education. This study aims to address the lack of understanding by examining the influence of social media on school administration. Additionally, it will ascertain the most effective methods for incorporating social media into education and offer instructions for overcoming the difficulties posed by social media.

1.7 Limitations of the Study

This study was subject to several limitations, as no study is immune to restraints or restrictions. The limitations of this study stemmed from the possibility that certain respondents may have hastily completed the questionnaires without thoroughly reading and comprehending them, resulting in inaccurate responses that could potentially hinder the study's success. The study's limitations encompassed the



utilization of a cross-sectional methodology, indicating that the data was collected at a particular timeframe. Alternatively, employing a longitudinal method could have yielded more nuanced and comprehensive data, given the time duration of the programme allowed for in-depth analysis. Furthermore, this study has limitations in terms of population and sample size as it exclusively focused on Senior High Schools (SHS) in the Sagnarigu Municipality of the northern region.

1.8 Organization of the Study

The study is structured into five chapters. Chapter One encompasses the study's background, problem statement, research aims, research questions, study scope, study importance, and study organization. Chapter Two provides a literature evaluation of the study. Chapter Three delineates the methods employed, whilst chapter four encompasses the presentation and analysis of the data. Chapter five looked at the Discussion, summary and conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section does a literature study by examining the primary arguments or propositions put forward in chapter one. The explored issues include theoretical considerations, the utilization of social media in education, the benefits associated with the utilization of social media in education, and effective techniques for educational institutions to supervise social media usage. Furthermore, the case study encompassed a comprehensive review of the empirical literature pertaining to analogous investigations. Online platforms that enable users to create and share content, interact with others, and participate in virtual communities.

2.1 The Concept of Social Media

Social media encompasses a range of tools, services, and applications that facilitate user interaction using network technology (Boyd, 2008). The media is widely seen as a highly significant player in defining the conceptions of economy, politics, culture, and power within our knowledge-based society. Therefore, it is regarded as a tool that both institutions and individuals should closely adhere to. In the current era of information, social media serves as a conduit that links business and communication.





Consequently, numerous social media definitions have been and continue to be created. The use of technology allows for communication to be directed towards large and diverse audiences simultaneously. This is evident in the use of social media platforms, which are online communities where users can share various content such as interests, thoughts, messages, and videos. Social media serves as a connection between individual and social spheres, providing a blend of interpersonal and mass communication.

Another aspect of social media is the public relations aspect. This strategy has two primary objectives: recognition and introduction. Given its participatory character, social media now plays a proactive role in both the recognition and promotion stages. Taşkıran (2016) argues that social media has effectively managed business perception in two distinct ways. Communicative dimensions encompass two categories of social media communication: institution-controlled and non-institution-controlled. Non-institution-controlled communication refers to user-generated content on platforms like forums and blogs. Social media appears to obscure the distinction between personal and professional communication and interactions.

The utilization of social media by firms is widely recognized to have numerous advantageous benefits. These benefits include enhancing organizational cooperation, ensuring prompt dissemination of sectoral updates to employees, facilitating effective



communication between employees and managers, fostering brand awareness within the organization, enabling two-way interaction in the event of potential issues, and providing a valuable brand experience, as noted by Edosomwan et al. as cited in Özdemir (2017). The study suggests that social media is the most suitable strategy for certain situations. It fosters communication between employees and managers, facilitates the exchange of information and experiences, enables the sharing of content, enhances group cohesion, offers prompt and genuine feedback, promotes a flexible and transparent democratic management style, improves the quality of informal communication within the organization, and contributes to employee motivation.

In the study conducted by Özmen et al. (2011) on the efficacy of social network sites in educational settings, the subsequent suggestions were formulated in accordance with the discoveries: it is advised to establish the necessary technical infrastructure in educational environments and provide support to administrators in this regard. Additionally, it is suggested to utilize social networks for professional development, employ large participatory social networks and online course systems within schools, and conduct extensive research on the utilization of social networks in management and educational environments. The authors Ekici and Kiyici conducted a study in 2012. The research on the utilization of social networks in the educational setting indicates that social network-based learning facilitates the process of acquiring knowledge.



Menteşe (2013) conducted a study on the views of school administrators and teachers regarding the utilization of social media and tools in education. The findings revealed that teachers and administrators, in particular, advocate for the development of digital skills, as it enables social network users to share their ideas with other beneficiaries more efficiently and expeditiously (Philip & Nicholls, 2009). This situation presents an opportunity for the school administrator to stay informed about all school events and changes, and effectively communicate implicit knowledge that cannot be transferred through the bureaucratic information system. Accessing tacit knowledge is particularly crucial for the advancement of educational institutions. Strathdee (2007) argues that teachers' ideas and innovations for school improvement are stifled by bureaucratic systems. To overcome this, individuals should be allowed to personalize their profiles on social networks. This would enable them to engage with others or groups using different types of content and various tools. Individuals have the ability to engage in communities or networks that align with their interests, allowing them to share, exchange, and discuss information.

This transfer of learning control to the individual enables personalized learning experiences (Öztürk & Talas, 2015). The school administrator is responsible for establishing a school learning cycle and utilizing social media to enhance access to information opportunities within the school. Social media is utilised in school management for multiple purposes, such as facilitating communication, fostering



collaboration, sharing resources, and supporting professional growth. Twitter is widely recognised as one of the most prevalent social media platforms utilised in the field of education. Twitter enables educators to establish connections, exchange information, and engage in collaborative efforts. Twitter chats are utilised to foster discourse and exchange of ideas among educators (Veletsianos & Kimmons, 2016).

Facebook is a social media tool that is being utilised for education management. Facebook groups are being utilised by educators to establish communities for the purpose of exchanging knowledge, resources, and ideas. Facebook is utilised as a platform to enhance student involvement by establishing groups where students can engage in discussions and cooperate on class work (Kirschner & Karpinski, 2010). LinkedIn is an increasingly popular social media tool among educators. Teachers are utilising LinkedIn as a platform to establish connections with fellow educators, exchange information, and participate in professional development endeavours (Schlager, Fusco, & Schank, 2018). The advent of social media has fundamentally transformed the methods by which individuals engage in communication and access information. The significance of its influence on various facets of life, including education, cannot be disregarded. The utilisation of social media in education has experienced a surge in popularity in recent years, leading to a significant transformation in the management of educational institutions. The objective of this

literature study is to examine the utilisation of social media in educational administration, its advantages and difficulties, and the most effective strategies for integrating it into educational institutions.

2.2 Current Social Media

It is essential, when analyzing the effects of educational administration in the era of social media, to establish precise definitions of social media for the purposes of this research. The public's perception of social media has undergone a transformation over time, expanding beyond email and bulletin board discourse to encompass various platforms including social networking applications like Snapchat, Instagram, and Zoom. Social media have conventionally been characterized as "a collection of web-based applications that facilitate the creation and distribution of user-generated content in accordance with the principles and technologies of Web 2.0" (Kaplan & Haenlein, 2010). This is an overarching understanding of social media; to be more precise, social media applications can vary substantially from fan-based platforms where users can share photos, videos, or tweets in a unidirectional fashion to more traditional two-way apps where users can share information or posts (Boyd & Ellison, 2007).

A variety of social networking applications utilize a one-way friendship system with admirers or followers (2007), whereas many others employ a bi-directional friendship system. These platforms illustrate a unidirectional system by depending on their





followers to engage in sharing. On the contrary, Facebook functions as a bidirectional system predicated on the exchange of information among peers. Educational learning management systems (LMS) and Zoom, in addition to traditional social media platforms, are possibly classified as social media. Zoom announced in April 2020, as reported by the web portal BACKLINKO, that it had accomplished the noteworthy milestone of 300 million participants engaging in daily meetings.

Furthermore, according to Dean (2022), the Zoom mobile application garnered a cumulative download count of 485 million throughout the year 2020. While lacking traditional social media features such as acquaintances or followers, Zoom undoubtedly serves as a social networking platform. Although precise data regarding the number of individuals or educational institutions that utilize learning management systems is limited, it is generally accepted that approximately 99 percent of tertiary institutions (Brown et al., 2015) employ such systems. The principal objective of this research was to examine the viewpoints of the participants regarding bi-directional social media. Furthermore, research on unidirectional social media and non-traditional social media platforms, including Zoom, is integrated into the study.

2.2.1 Social Media Applications

A "social media application" is any of a variety of web applications developed using Web 2.0 technologies that facilitate online social interaction. Digital applications



facilitate the gathering, representation, modification, application, and dissemination of data across multiple platforms, thereby establishing interactive virtual communities referred to as "online communities" where users share and exchange data. Prominent examples of applications and platforms that depend on user interaction for their content include Facebook, YouTube, Del.icio.us, Twitter, Digg, and various blogs.

2.2.2 Facebook

With approximately 3 billion registered users as of 2021, Facebook surpassed all other social media platforms since its inception in 2004 (Hall, 2022). Facebook, which was founded by Mark Zuckerberg et al., originated as a facemesh (2022) directory for students to store personal and other information. Social media applications and hardware associated with virtual reality, namely Messenger, Instagram, WhatsApp, and Oculus, are also owned by Meta, which currently controls Facebook. According to Dixon (2022), the North American market was penetrating Facebook at an approximate rate of 82% as of August 2022. Facebook has been increasingly utilized as an educational instrument in the classroom by some instructors, as evidenced by the overwhelming number of active users (Miller et al., 2019).

2.2.2.1 Facebook as a Learning Management System.

A number of ideas regarding the incorporation of Facebook into the learning and teaching process could be generated by investigating the use of social media as an instructional aid in education. A private learning management system has been



compared to Facebook in terms of feasibility. A non-proprietary online learning management system-devoid institution might encounter challenges in the process of transitioning to online instruction amid the COVID-19 lockdowns (Ulla & Perales, 2021). The effectiveness of an educational learning management system in administering a course through the integration of technology to improve outcomes was compared and contrasted with a private Facebook group, as examined by Meishar-Tal et al. (2012). Based on their findings, the researchers identified three essential goals that a learning management system should fulfill:

- (a) provide students with access to educational resources.
- (b) enable interactive learning; and
- (c) efficiently administer course materials, such as grades and accomplishments.

Facebook exhibits a multitude of attributes that are akin to those that were previously mentioned, as noted by Meishar-Tal et al. Fifty students who were registered for a thirteen-week course participated in the research. Students view Facebook group learning as exceedingly collaborative and intensive, according to the findings. The importance of social cohesion and mutual support, which are critical for facilitating collaborative learning processes, was emphasized by the students in relation to the setting. The Facebook group promoted participant interaction by utilizing the 'like' feature. According to Ulla and Perales (2021), the COVID-19 epidemic led to a situation where people were forced to migrate to the online world. This, in turn,



resulted in the usage of Facebook as a learning management system. According to the report: Despite having a Learning Management System (LMS) already implemented, the university and its teachers were caught off guard by the rapid spread of the coronavirus and were not ready to effectively use the existing LMS.

As a result, educators utilized various internet platforms to maintain the teaching and learning process. The Ulla and Perales study examined the viewpoints of 33 Thai students who were currently enrolled in an English course at their university. Students lauded Facebook as a learning management system, crediting it with augmenting their creativity, autonomy, and aptitude for exploring course material. Despite the students' overall positive perception of using Facebook as the learning management system, they had several difficulties throughout the course, including struggles in understanding the online materials and an increase in the amount of work. Various crucial characteristics were recognized as advantageous throughout the students' online learning. Due to the difficulties of organizing group activities in an online environment, the chat feature provided a platform for students to gather and participate in discussions with their peers about the course content.

LaRue (2012) recorded similar outcomes. Facebook introduced Facebook groups as a replacement for a learning management system. These groups allow users to communicate without being friends, give a private environment that requires invitation



to join, and ensure that members do not share information on their public profiles. Moreover, the administrator possesses the capability to establish, terminate, or sustain the group. Facebook can be utilized as a helpful educational tool when a suitable learning management system is lacking or to improve the integration of technology. It enables the process of communication, innovation, and the sharing of scholarly knowledge, while also presenting distinctive prospects that go beyond what conventional learning management systems provide.

2.2.3 Twitter

Twitter functions as a medium for micro-blogging, an emerging social networking style wherein users are permitted to publish succinct communications not exceeding 280 characters. Twitter, a platform that commenced operations in 2004 and underwent incremental updates prior to its official debut in 2006, currently boasts a user population of 396.5 million (Dean, 2022). An initial exploration on Google Scholar utilizing the query "Twitter pedagogical tool" returns approximately 170,000 results, encompassing a wide range of concepts and themes. However, it can be deduced that academics are utilizing Twitter as an instructional tool and assessing its effectiveness. However, it is crucial to note that while Twitter and other social media platforms may offer benefits, their effective implementation requires thorough preparation in advance.



2.2.4 WhatsApp

Acton and Koum established WhatsApp in 2009 (Summers, 2020). The mobile application is purposefully designed to facilitate the exchange of a wide variety of data, including but not limited to text messages, images, videos, documents, location data, and vocal communications (About WhatsApp, n.d.). At the time of writing, the application boasts an extensive user base spanning 180 countries and approximately 1.5 to 2 billion individuals, establishing itself as the prominent messaging application on a global scale. Although the North American demographic of instant messaging users is relatively small in comparison to other social networking platforms, it is currently undergoing a period of expansion (Summers, 2020).

2.2.5 Zoom

Zoom is a teleconferencing program designed to facilitate virtual interactions when face-to-face encounters are difficult. The platform facilitates real-time text-based conversations, capturing audiovisual content, and conducting virtual meetings (Tillman, 2022). Eric Yuan founded Zoom, and the application was introduced in 2012. By the conclusion of 2013, Zoom had amassed a user base of 1 million individuals (Tech with Techs Team, 2022). Nevertheless, as a result of the COVID-19 epidemic, the utilization of Zoom experienced a rapid surge, with Zoom reporting 300 million individuals participating in daily meetings in April 2020 (Dean, 2022). Zoom can be considered a form of social media as it enables social interaction, but it does



not fit into the categories of one-way or two-way relationships. Zoom is occasionally mentioned in post-pandemic conversations on social media, but it is commonly regarded as a distinct form of communication software compared to video conferencing.

2.2.5.1 Zoom as an Educational Tool

In 2020, in response to the COVID-19 pandemic, academic establishments around the world were obliged to migrate to digital platforms. The process of knowledge acquisition by students and the field of education have been profoundly impacted by the COVID-19 pandemic. As a consequence of this dilemma, educators were obliged to expeditiously adapt and transition to the method of remote instruction (Barry et al., 2021). Although a number of higher education institutions had online learning management systems in place at the outset, others were compelled to rapidly migrate to an online environment. Sobaih et al. (2020) conducted an investigation into nine public educational institutions in Egypt that provide bachelor's degrees in hotel administration and tourism. Prior to the outbreak, these universities did not have an online learning management system. In an effort to bridge the divide, the researchers examined the methods employed by faculty members across the nine colleges.

The utilization of Facebook, WhatsApp, Google, and Zoom was detailed in the report. Social media was deemed superior to alternative free online tools such as ZOOM and



Google Classroom by the students. This was primarily due to its user-friendly interface, increased utility, and enhanced interactivity. The participants, as stated by the authors, possessed prior familiarity with Facebook and WhatsApp but expressed discomfort with Zoom. This lack of comfort with Zoom potentially impacted their perception of their preferred learning tools. According to Hanson and Danyluk (2022), the utilization of Zoom as an instructional instrument generated innovative pedagogical opportunities that motivated instructors to investigate the respectful incorporation of Indigenous perspectives in virtual learning environments. The authors' examination of the integration of indigenous pedagogical approaches into digital curricula ethically explores the application of discussion circles. The researchers illustrated how the incorporation of Zoom enabled the participants to adapt the course to an online environment, thereby modifying the circle as an instructional approach.

Despite the scarcity of scientific data regarding the effectiveness of Zoom as an instructional instrument, a multitude of anecdotal studies underscore its merits. Lewin (2022) examined the phenomenon of engagement in Zoom-based courses in his publication. After this event transpired, he noted, the preliminary obstacles were surmounted, and the majority of students maintained a cooperative demeanor during subsequent online Zoom sessions. A considerable proportion of students consistently maintained an attendance rate in excess of 70% and participated actively in class

discussions. The incorporation of teleconferencing into online courses is gaining popularity and creating new opportunities for student communication and pedagogy.

2.3 How Social Media Is Being Used in Education

Social media has completely transformed the way people communicate, interact, and get information. The utilization of social media has experienced a notable surge in popularity within the education sector in recent years. The aim of this literature study is to examine the use of social media in educational administration and its impact on pedagogy, knowledge acquisition, and interpersonal interaction. The research conducted by Wang, Chen, and Liang (2011) investigated the influence of social media on the scholastic achievement of university students. The study unveiled a significant association between the use of social media and students' academic performance, encompassing both beneficial and bad outcomes. The positive effects include enhanced communication, collaboration, and information sharing, while the negative effects include distractions, online harassment, and intellectual theft.

Junco (2012) conducted a study to examine the relationship between the frequency of Facebook usage, participation in Facebook activities, and student engagement. Based on the study, students who used Facebook more regularly and participated in a greater number of Facebook activities had better levels of engagement in their schoolwork. In





their study, Kirschner and Karpinski (2010) examined the relationship between Facebook usage and academic performance. The study unveiled a detrimental association between the utilization of Facebook and academic achievement, suggesting that an excessive allocation of time on Facebook may lead to a decline in academic performance. Below are some findings on the usage of social media in educational management:

1. Social media serves as a communication tool in school administration, facilitating real-time interaction between educators, administrators, students, and parents. Bialik (2015) states that schools have utilized social media platforms like Twitter and Facebook to disseminate information, publicized events, and interact with the school community.
2. Social media has been utilized as a medium for educational purposes, serving as a platform for teaching and learning. Selwyn (2012) states that social media has facilitated the creation of virtual learning environments, allowing instructors to foster collaboration, resource sharing, and interaction among students. In addition, YouTube and other social media platforms have been utilized to grant students access to a diverse array of educational resources (Wang et al., 2011).
3. Social media has been utilized as a means for student recruitment and engagement. Junco (2012) asserts that social media tools, like as



Facebook and Twitter, have been utilized to effectively connect with prospective students and actively interact with existing ones. In addition, social media has been utilized to augment student engagement and involvement in educational endeavors (Kirschner & Karpinski, 2010).

4. Social media has been utilized as a means for professional growth in the field of educational management. Manca and Ranieri (2016) reported that educators have utilized social media platforms like Twitter and LinkedIn to disseminate exemplary methodologies, facilitate knowledge exchange, and establish professional connections.

The advent of social media has revolutionized the management of education, and its profound influence on teaching, learning, and communication cannot be disregarded. Social media serves as a means of communication, a platform for education, a tool for recruiting and engaging, and a means of professional growth. Nevertheless, the utilization of social media in the administration of education also entails difficulties such as cyberbullying, infringement of privacy, and dissemination of false information. Subsequent investigations should prioritize the development of tactics to tackle these obstacles and exploit the advantages offered by social media in the field of school management identify the benefits and risks associated with social media use in education.



2.4 Benefits Associated with Social Media Use in Education

Social media has become an essential component of contemporary communication, and its utilization has spread across different domains, including education. The objective of this research proposal is to examine the advantages of utilizing social media in the management of education in Ghana. It also seeks to offer evidence-based suggestions on how to optimize these benefits while minimizing associated hazards. Social media has become an indispensable component of contemporary existence, revolutionizing the manner in which individuals interact, acquire knowledge, and disseminate information. Social media has been a potent instrument in school administration, providing many advantages for students, teachers, and administrators in recent times. This literature review explores the advantages of utilizing social media in educational management, specifically focusing on research studies that emphasize the benefits of incorporating social media into teaching and learning. Here are several advantages of social media.

2.4.1 Enhancing Communication and Collaboration

A significant benefit of incorporating social media into school administration is its capacity to enhance communication and foster collaboration among students and instructors. Social media sites, such as Facebook, Twitter, and Instagram, provide immediate communication and collaboration between students and teachers,

independent of their physical location. In a study conducted by Pimmer et al. (2014), it was shown that social media can improve communication and collaboration between students and professors, leading to increased involvement, motivation, and performance.

2.4.2 Facilitating Peer Learning

Social media platforms can also encourage peer learning, allowing students to acquire knowledge from one another through collaborative efforts and the exchange of information. Social media sites such as Twitter and Facebook enable students to establish connections and exchange information, ideas, and resources. A study conducted by Kirschner and Karpinski (2010) revealed that social media has the potential to enhance peer learning and knowledge exchange, resulting in enhanced learning achievements.

2.4.3 Enabling Personalized Learning

Social media can facilitate personalized learning, empowering students to acquire knowledge at their own rhythm and in alignment with their individual interests and preferences. Social media platforms such as YouTube, Instagram, and Pinterest provide students a wide array of educational resources, encompassing videos, photos, and infographics. Veletsianos (2012) conducted a study which revealed that social

media has the ability to support individualized learning, resulting in enhanced motivation and engagement.

2.4.4 Providing Real-Time Feedback

Social media platforms can also offer immediate feedback to students and teachers, allowing them to track progress and adapt their learning and teaching tactics accordingly. Social media platforms such as Twitter and Facebook provide students with the opportunity to obtain immediate feedback from both their peers and teachers, facilitating the improvement of their work and the acquisition of knowledge from their errors. According to a study conducted by Junco (2012), social media has the potential to offer immediate feedback to students, resulting in enhanced academic achievement and involvement. To summarize, social media offers various advantages for school administration, such as improving communication and cooperation, allowing peer-based learning, enabling customized learning, and delivering immediate feedback. These advantages can result in greater educational achievements, heightened involvement, and boosted drive. Nevertheless, social media does have several disadvantages, like the possibility of being easily distracted and worries around privacy. Hence, educators and administrators must meticulously deliberate the utilization of social media in school administration and formulate suitable regulations and guidelines to guarantee its secure and efficient implementation.





2.5 Risks Associated with Social Media Use in Education

Social media has become an essential and influential part of modern life, impacting various areas, including education. The use of social media in the management of education has undergone a significant increase in recent years. However, the use of social media in school administration poses certain risks that might affect students, teachers, and institutions. The aim of this literature study is to analyze the risks associated with the use of social media in educational management. Cyberbullying poses a significant problem in the management of education through social media. Cyberbullying is the act of utilizing social media platforms to engage in harassment, intimidation, or humiliation of others. The phenomenon of cyberbullying can significantly impact the mental well-being, academic achievements, and attendance of students (Hinduja & Patchin, 2018). Hence, it is imperative for institutions to formulate policies and standards that can effectively thwart cyberbullying.

Privacy considerations pose an additional risk in the context of social media in education management. Social media sites gather and retain personal data, which can then be utilized for commercial endeavors. Unauthorized individuals may gain access to students' personal information, potentially resulting in identity theft or cyberstalking (Selwyn, 2016). Institutions must ensure the security and protection of their students' personal information. Furthermore, the utilization of social media in educational administration might sometimes lead to diversions. Students have convenient access



to social media platforms during class, which might divert their attention from academic pursuits. This can result in subpar academic achievement and a decline in student involvement (Junco, 2012). Institutions should implement regulations that explicitly forbid the utilization of social media during instructional periods. Furthermore, the utilization of social media in educational administration can lead to instances of plagiarism. Students can readily replicate and insert content from social media networks and present it as their original work.

Consequently, there is a potential for a reduction in academic integrity and a deterioration in the standard of education (Lancaster & Cotler, 2016). It is imperative for institutions to provide education to their students on plagiarism and the corresponding repercussions. Moreover, the utilization of social media in educational administration can potentially result in addiction. Excessive utilization of social media might result in the development of addiction among students, causing a decline in their academic performance, increased social isolation, and the development of mental health problems (Andreassen et al., 2017). Institutions should impart knowledge to their students regarding the detrimental consequences of social media addiction and offer assistance to individuals grappling with this issue. To summarize, the utilization of social media in the management of education carries multiple hazards that might have an influence on students, teachers, and institutions. Some of the hazards linked to social media in education management include cyberbullying, privacy issues,



diversions, plagiarism, and dependency. Hence, it is imperative for institutions to formulate policies and standards that can mitigate these dangers and guarantee the appropriate utilization of social media in educational administration.

2.6 Effective Ways for Educational Institutions to Manage Social Media Use

Social media has become a vital instrument for communication and dissemination of information in educational institutions. Nevertheless, the use of social media presents a multitude of obstacles for educational establishments, including the management of student and faculty. Social media engagement, guaranteeing online security, and safeguarding institutional standing. Hence, educational institutions must devise efficient techniques to regulate social media usage. The objective of this literature review is to examine the most efficient strategies for educational institutions to oversee the effective utilization of social media and present evidence-based references to substantiate the suggestions.

1. Develop a social media policy: Establishing a social media policy is a crucial step for educational institutions to manage social media use. The policy should outline the expectations, guidelines, and consequences for social media use by students and faculty. The policy should also include guidelines for online behavior, privacy, and data protection. (Zhang, 2016).



2. Educational students and faculty: Management of educational institutions should provide training and education to students and faculty on the responsible use of social media. The training should include information on privacy, security, cyberbullying, and appropriate online behavior. (Liu et al., 2019).
3. Monitor social media activity: Management of educational institutions should regularly monitor social media activity to identify potential issues and risks. Monitoring can help institutions to detect cyberbullying, inappropriate content, and negative comments. (Zhang, 2016).
4. Create a crisis management plan: Management of educational institutions should have a crisis management plan in place to address any negative social media incidents. The plan should include steps to address the issue, communicate with stakeholders, and protect the institutional reputation. (Greenhow et al., 2016).
5. Collaborate with parents and community: Management of educational institutions should collaborate with parents and the community to address social media issues. The collaboration can involve sharing information, discussing concerns, and developing solutions to address social media challenges. (Liu et al., 2019).



In summary, social media offers various advantages for educational institutions, although it also presents several obstacles including privacy, security, and reputation management. In order to proficiently oversee the utilization of social media, educational institutions had to set unambiguous standards and policies, offer training and education, employ social media management tools, actively interact with stakeholders, and monitor social media activities. Additional research is required to investigate the efficacy of these strategies and discover further optimal methods for effectively utilizing social media in education.

2.7 Theoretical Framework

The study is informed by the social learning theory and the technology acceptance model (TAM) and Unified Technology Acceptance User Theory (UTAUT).

2.7.1 Social Learning Theory (SLT)

When considering the utilization of social media in education, Social Learning Theory (SLT), developed by Albert Bandura, provides a highly suitable framework. SLT emphasizes the importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others. This theory is particularly relevant in the context of social media, where learning occurs in a social environment through interaction and engagement with content, peers, and educators. Social Learning Theory posits that people learn from one another through observation, imitation, and



modeling. This learning process involves four key components: attention, retention, reproduction, and motivation. In the context of social media, students and educators can observe and emulate behaviors demonstrated by peers or thought leaders, retain the information through ongoing engagement, reproduce the learned behaviors in their own contexts, and stay motivated by the rewards and recognition they receive through social interactions. Social media platforms are rich environments for this type of learning, as they facilitate easy sharing of knowledge, resources, and feedback.

SLT's focus on social interactions and observational learning makes it highly applicable to educational settings. On social media, students can observe how their peers approach problems, create content, and engage in discussions. This observational learning is enhanced by the interactive nature of social media, which allows for immediate feedback and collaborative learning opportunities. Educators can use social media to model desirable behaviors and provide positive reinforcement, which can motivate students to engage more deeply with educational content. Moreover, social media's ability to create communities of practice aligns with SLT's emphasis on learning through social contexts. Integrating SLT with the study's objectives offers a comprehensive understanding of how social media can be effectively utilized in education. The advantages linked to social media, such as improved engagement, collaboration, and access to diverse perspectives, align well with SLT's principles. By leveraging social media, educators can create environments where students are motivated to learn by observing and interacting with their peers.



Effective management of social media use by educational institutions ensures that these interactions remain positive and productive.

Policies and guidelines can help maintain a focus on educational goals while preventing distractions and misuse. Using SLT as the theoretical framework enhances the understanding of how social media facilitates learning in educational contexts. Research can explore how different types of social media interactions contribute to learning outcomes, such as how peer feedback on social media influences students' motivation and engagement. By understanding the mechanisms of observational learning on social media, educators can design more effective social media-based learning activities. For instance, creating opportunities for students to showcase their work and receive peer feedback can reinforce positive learning behaviors and enhance educational experiences. This theory links the first objective of the study by assessing the utilisation of social media in school management by administrators.

2.7.2 Technological Acceptance Model (TAM)

When evaluating the major theoretical framework to understand the utilization of social media in education, several theories come to mind. However, Technological Acceptance Model (TAM) stands out as the dominant theory. TAM, developed by Davis in 1989, seeks to explain how users come to accept and use a technology. It is



built on the premise that perceived usefulness and perceived ease of use are primary factors influencing users' decisions to adopt a new technology. Given its focus on user acceptance and its extensive application in studying educational technologies, TAM provides a robust framework for analyzing social media utilization in educational contexts. TAM posits that two primary factors influence users' adoption of technology: perceived usefulness and perceived ease of use. Perceived usefulness refers to the degree to which a person believes that using a particular system would enhance their job performance. In the context of social media in education, this could translate to how educators and students perceive social media as a beneficial tool for improving learning outcomes, communication, and resource sharing. Perceived ease of use, on the other hand, relates to the extent to which a person believes that using the technology will be free of effort. For social media platforms, this might involve the intuitive nature of the interfaces, accessibility, and the ease with which students and educators can integrate these tools into their daily routines.

TAM's applicability to educational settings is well-documented. Studies have shown that both educators and students are more likely to use educational technologies, including social media, when they find these tools useful and easy to use. By applying TAM to the context of social media in education, researchers can systematically examine how these factors influence the adoption and effective use of social media tools. For example, if students find that social media helps them collaborate more



effectively on projects and easily access educational content, they are more likely to embrace these platforms. Similarly, educators who perceive social media as enhancing their teaching methods and engaging students are more likely to integrate these tools into their pedagogy. Integrating TAM with the study's objectives provides a comprehensive understanding of the dynamics at play. The perceived advantages of social media in education, such as improved communication, increased engagement, and better access to resources, align with the perceived usefulness aspect of TAM. Moreover, effective management of social media use by educational institutions can address concerns related to ease of use. By providing guidelines, training, and support, institutions can ensure that both educators and students feel competent and comfortable using these tools, thereby enhancing their overall acceptance and utilization.

Using TAM as the theoretical framework not only helps in understanding the current utilization patterns but also in identifying areas for improvement. For instance, if research findings indicate that perceived ease of use is a barrier to the effective use of social media in education, institutions can focus on training and user support. On the other hand, if perceived usefulness is found to be lacking, efforts can be directed towards showcasing the tangible benefits of social media in enhancing educational outcomes. Thus, TAM offers actionable insights that can guide policy-making and strategic planning to optimize the use of social media in educational settings. In



summary, the Technological Acceptance Model (TAM) provides a robust and comprehensive framework for analyzing the utilization of social media in education. Its focus on perceived usefulness and ease of use aligns perfectly with the study's objectives, offering valuable insights into how these factors influence adoption and effective use. By integrating TAM into the research, educational institutions can better understand and enhance the ways in which social media tools are utilized, ultimately leading to improved educational outcomes. This theory links the second objective of the study by ascertaining the advantages of social media in school management by administrators.

2.7.3 Unified Technology Acceptance User Theory (UTAUT)

Eight IT adaptation theories, including TAM, Motivational Model, Theory of Reasoned Action, Theory of Planned Behavior/Technology Acceptance Model, Model of PC Utilisation, Innovation Diffusion Theory, and Social Cognitive Theory, were reviewed and combined to create UTAUT, which was first proposed by Venkatesh and others in 2003. The UTAUT seeks to explain users' initial information system usage goals and subsequent usage behavior. The theory proposes four main constructs: performance expectancy (the degree to which an individual believes that using a system will enable him or her to achieve better results on the task); effort expectancy (the degree of ease associated with using the system); social influence (the degree to which an individual perceives that significant others believe he or she should use the

new system); and facilitating conditions (the degree to which an individual believes that the system will help him or her achieve better results on the task); (Venkatesh, Morris, Davis & Davis, 2003).

It is proposed that gender, age, experience, and voluntariness of use can moderate the effects of the four main constructs (Venkatesh, Morris, Davis, & Davis, 2003). UTAUT is imperfect, though. Certain IT applications, like mobile banking, require modification and change in order to use UTAUT (Venkatesh, Morris, Davis, & Davis, 2003). The offered theories (TAM, UTAUT) serve as a foundation for a deeper comprehension of the topic. According to the review, how people utilize technology depends on their social groupings and cultural context. According to the beliefs, technology is more likely to be embraced if it benefits the person or business. The theories also demonstrate that different people accept technology at varying rates. This theory links the third objective of the study by exploring the effective ways for educational administrators to manage social media use

2.8 Conceptual Framework

Base on this study objectives, the conceptual framework was framed using utilisation, advantages and effectiveness as independent variable and educational management of social media as dependent variable. Therefore, the educational management of social



media depends on the utilisation, advantages and its effectiveness. Figure 2.1 illustrates the framework of the study.

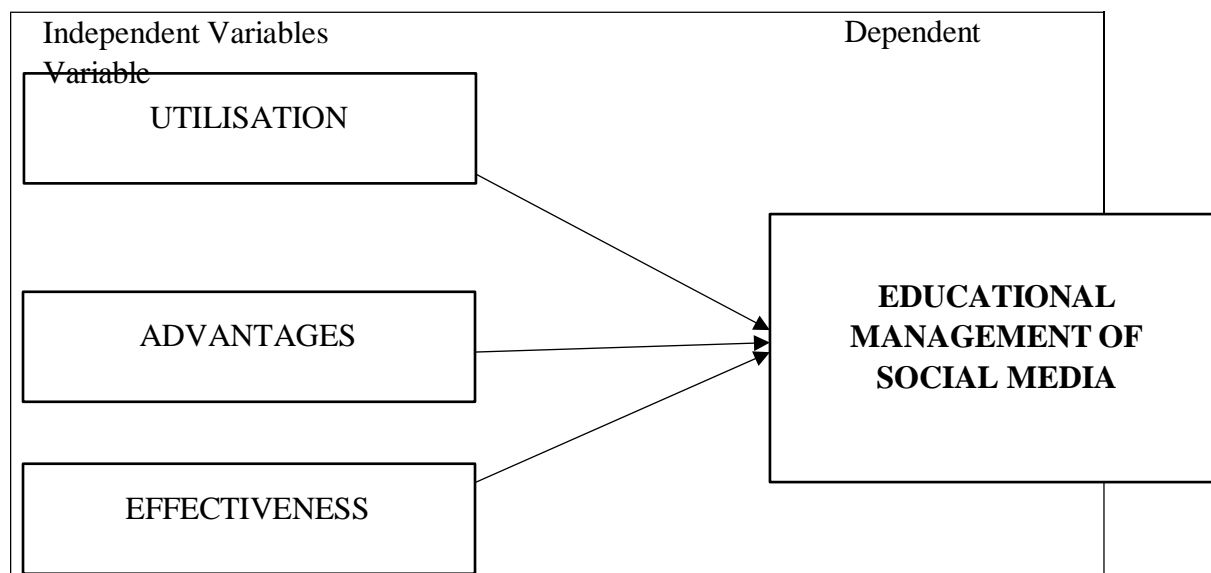


Figure 2.1: Conceptual Framework

Source: Author's own Creation

The conceptual framework presented revolves around the integration of social media in education. It is divided into three key sections: "Social Media in Education," "Management of Social Media Use," and "Advantages of Social Media in Education." The "Social Media in Education" section includes popular platforms such as Facebook, Twitter, WhatsApp, and Zoom, indicating that these tools are commonly used for educational purposes. These platforms facilitate communication, collaboration, and the sharing of educational resources among students and educators, thus enhancing the





overall learning experience. By using these tools, educators can engage students more effectively, create interactive learning environments, and provide access to a wealth of information and resources. The "Management of Social Media Use" section highlights the need for effective strategies to regulate and oversee the use of social media in educational settings. This is crucial to ensure that social media is used productively and does not become a source of distraction. Proper management involves setting clear guidelines for appropriate use, monitoring interactions to maintain a positive and safe online environment, and integrating social media in ways that complement traditional teaching methods. The "Advantages of Social Media in Education" section focuses on the benefits that social media can bring to education, such as increased student engagement, enhanced communication, and the promotion of collaborative learning. By leveraging the advantages of social media, educators can create more dynamic and inclusive educational experiences that cater to the needs and preferences of modern learners.

2.8 Empirical Review

The study conducted by Tahani et al. in 2020. An inquiry into the application of technology and social media in higher education, with a specific emphasis on the influence of individual innovativeness. The study comprises of two phases: one that examines the use of technology in higher education, and another that explores how



general innovativeness affects the forecast of technology utilization. At the outset of the study, a total of 502 staff members were examined to assess their usage of social media, technical devices, and Microsoft Office 365 cloud services. This investigation considered many demographic factors. A subset of 106 staff members was chosen in the second round to do structural equation modeling (SEM). The used modelling technique was used to analyze a model that examined the correlation between general innovativeness, demographic factors, and actualized innovativeness. The data demonstrated that the team successfully employed social media, electronics, and cloud services. After examining the user profiles, significant differences were seen among the staff members in terms of their demographic characteristics, including their gender, job type, and discipline. The findings from the structural equation modeling (SEM) analysis revealed that the general degree of innovativeness had a positive effect, as expected, on the probability of adopting devices, non-academic social networking sites, and Office 365 cloud services. The findings also indicated that males had a tendency to adopt electronics at an earlier stage, whereas academics showed a propensity for early adoption of commercial services and academic social networking sites. Nevertheless, the academics seemed to be slower than the administrators in embracing Office 365 cloud services. Moreover, the report includes the consequences and suggestions for additional inquiries.



James et al. (2021) conducted a study to explore how social media platforms might be used to improve the promotion of activities conducted by higher learning institutions in Tanzania. This study investigated the use of social media for promotional purposes in Higher Learning Institutions (HLIs) in Tanzania. Utilizing a phenomenological approach, a comprehensive investigation was conducted, encompassing four Higher Learning Institutions (HLIs) with diverse ownership structures, spanning from public to private. The findings revealed that the chosen HLIs exhibit a restricted utilization of social media, with conventional media being more widespread than social media. HLI utilized social media platforms to share information about campus life, upcoming and past events, and to promote new programs. The effectiveness of social media included engaging a wider audience, receiving questions, gathering comments, increasing visibility, attending events, and eliciting reactions to different posts. The challenges that were discovered included problems pertaining to management, infrastructure, and the ability to mitigate negative outcomes. The paper suggests that universities should aggressively include social media platforms into their traditional marketing tactics in order to improve the effectiveness of their promotional endeavors. To ensure that all units at universities actively and collaboratively utilize social media, it is necessary to provide adequate financial and management resources.

Kuruve et al. (2019) inquire on the influence of social media on the educational process of teaching and learning. Social media has become an essential platform for people to



communicate with one other, allowing them to freely share, exchange, comment on, discuss, and collaboratively create information and knowledge. The swift progression of social media platforms has significantly influenced the manner in which students engage in studying and instructors deliver their teachings, radically transforming the realm of communication. In modern higher education settings, educators, learners, and other individuals actively collaborate to produce knowledge. Social media is the network of interrelated relationships among a collective of individuals. The influence of social media in the educational environment is progressively growing annually, and its utilization can augment course material, cultivate productive discussions, facilitate cooperative tasks, and so on. Education professionals and scholars are employing social media technologies to promote collaboration, facilitate the creation of information, and improve critical thinking skills. The increasing prominence of social network sites as a method to improve and reinforce social relationships is a relatively recent but potentially important development that has implications for education and teacher preparation in the 21st century. The main aim of this study is to determine the current lack of knowledge regarding the use of social network sites in official educational settings for teaching and learning purposes. The study seeks to ascertain the optimal integration of these sites into the educational system and offer significant insights for future research in the domain of social network sites in education.

Georgios and colleagues (2018). Conduct a thorough investigation into the use of social media in higher education. Presently, social networks exert a continuous and



substantial influence on the lives of young folks. Social networks have been widespread in several educational practices and procedures, serving not only for entertainment and information, but also for other purposes. This research seeks to clarify the use of social networks in higher education, while also discerning the diverse components involved. Furthermore, through the process of completing a comprehensive assessment of pertinent scholarly articles, our aim is to provide significant insights into the influence of social networks on diverse facets of education. These encompass the impacts on students and educators in relation to learning processes, such as assistance, educational procedures, communication, fostering collaboration, and academic achievement.

In addition, we will examine the correlation between users' personality profiles and their preferred methods of learning. In addition, we will analyze social networks as digital platforms for learning, with a specific emphasis on their utilization as learning management systems (LMS). Finally, we will examine the use of social networks in higher education. The conclusions indicate positive outcomes in all of the aforementioned areas, therefore implying that the wider future utilization of online social networks (OSNs) in higher education is highly promising. However, instructors and higher education institutions have not fully adopted the use of online social networks (OSNs) in their operations. The citation is from Subair et al. (2019). An inquiry of the utilization of social media and its influence on undergraduate education



in Nigerian colleges. The study examined the usage of social media among undergraduate students and its influence on their academic achievement. The study employed a descriptive survey research design. The study encompassed the entire population of undergraduate students at Obafemi Awolowo University, situated in Ile-Ife, Nigeria.

From a pool of five randomly selected faculties, a total of 850 students were chosen utilizing random and convenience selection methods. The process of gathering data was carried out with a custom-made tool known as the "Social Media Usage and Influence Questionnaire (SMUI-Q)." The results suggest that undergraduate students make use of multiple social media sites, including WhatsApp (97%), Facebook (85%), Instagram (65%), YouTube (62%), Twitter (25%), LinkedIn (21%), Google Plus (15%), Snapchat (10%), and Skype (7%). Furthermore, undergraduate students typically allocate around 2-3 hours each day to actively participating in social media platforms. Their primary use of social media is for socializing (83%), acquiring information (74%), pursuing academic goals (73%), engaging in business-related activities (68%), and finding fun (61%).

The results highlight the considerable influence of social media on undergraduate education, with 45% of students being affected by Internet addiction, 32% experiencing distraction, 6% exhibiting anti-social behavior, 4% being victims of



cyberbullying, and 24% having deficiencies in writing and spelling skills. The study's findings suggest that the most commonly used social media sites are WhatsApp, Facebook, Instagram, and YouTube. These platforms are mostly used for socializing, acquiring knowledge, and intellectual endeavors. Moreover, these discoveries have the potential to illuminate the fundamental factors contributing to addiction to social media.

2.9 Chapter Summary

The literature evaluation encompassed an extensive array of research and theory pertaining to the utilization of social media in the field of educational management. The literature has extensively chronicled the historical rise of social media from its creation, and there are no indications that this growth will cease. Initially a little component of the digital realm, it has since expanded into a colossal entity. Consequently, higher education institutions have started integrating the most influential social media platforms across various aspects. The literature review also examined the notion that feminist theory, specifically Helgesen's (1995) theory on feminist leadership, suggests that social media utilizes the concept of concentric circles of communication. This is a crucial aspect of integrating social media into online education, as it allows for the decentralization of information and promotes inclusivity in pedagogy. Implementing the concept of the communication network on extensive social media platforms encompasses various aspects of students' lives, specifically

their personal thoughts and public expressions. This can result in severe repercussions when a student fails to distinguish between their private communication and their public speech, as observed in the case of Adams (2016).

Users are frequently required to establish personal accounts on social media platforms. By incorporating social media into educational systems, Students are to have the chance to articulate their individual perspectives within an academic context. This scenario can influence students' perspective of social media in higher education. Academics and higher education establishments have embraced the integration of social media into teaching and learning practices, both in formal and informal settings, to enhance pedagogy and student engagement, as well as to foster the development of communities. Social media possesses several applications, and the judicious and innovative utilization of such platforms might enhance students' educational engagement and academic achievements (Bista, 2015).



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter introduces the tools and techniques used for gathering data. The components of this study include the research design, the specific population being studied, the size of the sample, the techniques used to select the sample, the procedure for collecting data, the methods used to analyse the data, and the ethical issues considered.

3.1 Study Site

Among the 261 Metropolitan, Municipal, and District Assemblies (MMDAs) in Ghana, the Sagnarigu Municipal is one. In the Northern Region, it is among the sixteen MMDAs in total. By virtue of the division of the Tamale Municipality, the Sagnarigu Municipal was constituted on June 28, 2012, per Legislative Instrument (LI) 2066. Multiple locals witnessed the inauguration occur concurrently. Latitudes 9°16' and 9°34' North and longitudes 0°36' and 0°57' West define the location of the Municipality. Geographically encompassing a total land area of 454 km², its administrative capital is Sagnerigu. The Municipality is contained within its boundaries, which extend to the northwest and Tolon District, the Tamale Metropolis to the south and east, and the Savelugu Municipal to the north. The Municipal



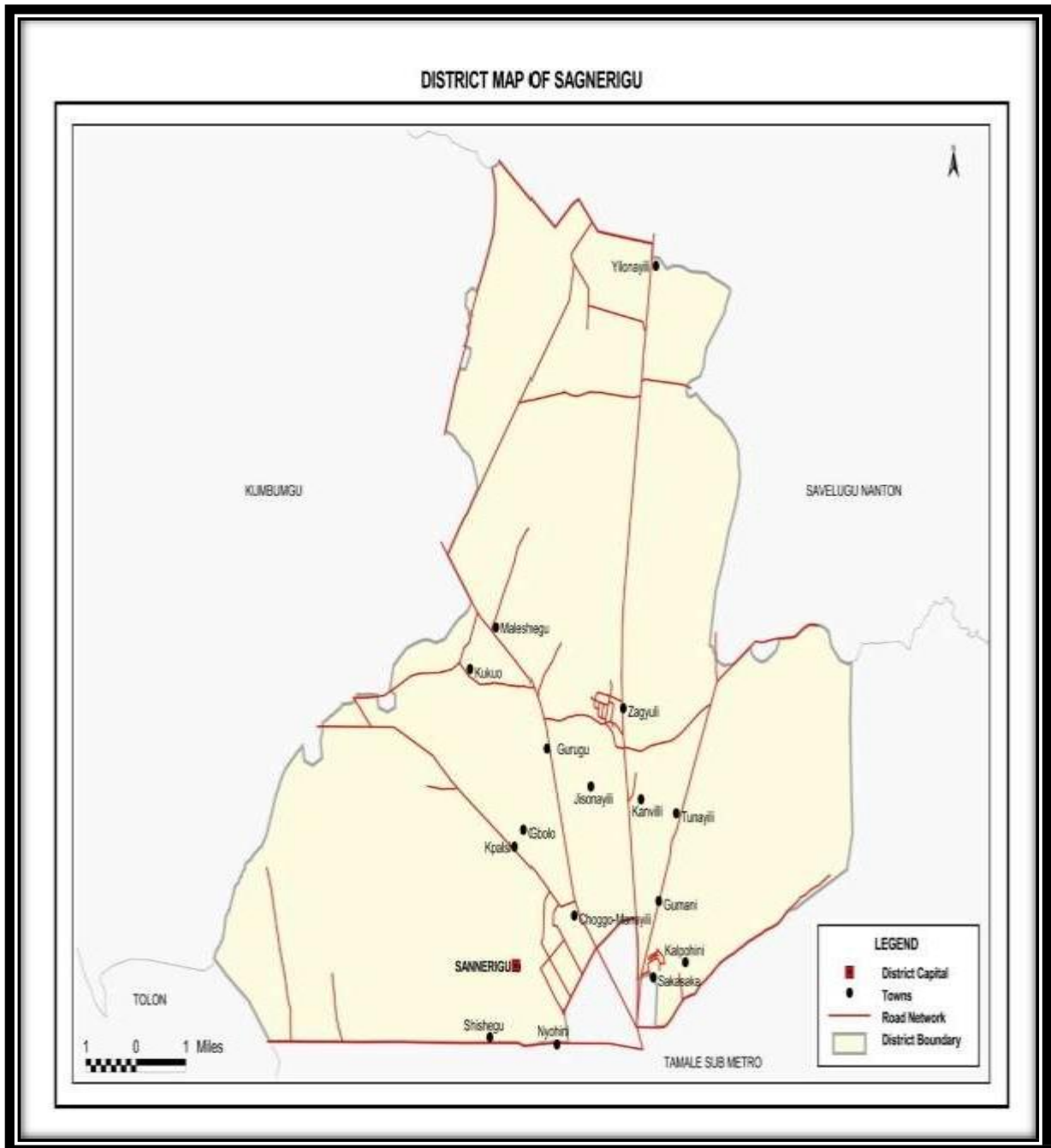


Figure 3.1: Sagnerigu District Map

Source: Ghana Statistical Service, GIS



3.2 Philosophy of the Study

The way we think about research, our choice of research approach and our views on judgments in society suggest that we perceive certain factors and occurrences as more relevant and important than other alternatives (Saunders et al., 2011). This is no different in the field of research. According to Saunders et al. (2011), the three pivotal approaches to thinking about research philosophy are: Epistemology, Ontology and Axiology. Research methodology and instruments adopted by researchers are greatly influenced by the three major approaches to research thinking and that to a large extent, forms the foundations of research. In Epistemological Position, the researcher is concerned with accrued knowledge deemed to be acceptable in a specific field of study. At one extreme end of this philosophy's continuum is the Positivist view, which postulates that principles of the natural scientist should be used to explain natural phenomena.

In contrast, the Interpretivist view emphasizes the unique role of humans as players of social activity and argues the importance of research among humans/people rather than objects (Saunders et al., 2011). In Ontological Position, the researchers approach considers the subjective and objective influences of his observations. The two main aspects of this philosophical view are Objectivism and Subjectivism. Objectivism underscores that the world and its social realities exist external to their very own social actors, whereas Subjectivism postulates that reality is not objective and external but



socially constructed by human perceptions (Saunders et al., 2011). Axiological Positioning is primarily centered on values. Positivists maintain that science and process is value-free.

However, social constructionists or Subjectivism argues that values pertaining to humans ultimately influence the interpretations and conclusions resulting from research and observed facts (Saunders et al., 2011). Ultimately, this study was influenced by a myriad of factors that can be attributed to the three main aspects of research philosophy explained above. Both the interpretivism and positivist views were espoused. In order to generate law-like generalizations through a cause and outcome phenomenon, this study adopted a positivist philosophy as it collected data to explore an observable reality and explore causal relationships in the data (Gill & Johnson, 2010). In order to achieve the research objectives, a deductive method was also pursued. As this thesis emphasizes structure, quantification and generalizability of the study variables.

3.3 Research Approach

The research approach enables the researcher to answer the research questions and research objectives. In an attempt to achieve that, the quantitative method approach was adopted for this research for the reasons that the research was descriptive. Quantitative data refers to data in a raw form that need to be processed and analyzed to make them useful to turn them into information. Quantitative technique such as

graphs, charts and statistics allows the researcher to explore, present, describe and examine relationships and trends within the data.

3.4 Research Design

The study employs a descriptive survey design, in which 175 administrators are sampled and engage in the study using convenience sampling procedures. The study used a case-study methodology. According to Yin (1984), a case study design is an empirical research method that examines a current occurrence within its real-life context, using numerous sources of information. Case studies are commonly recognized for employing a combination of quantitative and qualitative methodologies. The benefits of employing a case study methodology encompass gaining a more profound comprehension of the subject under investigation, regardless of its complexity, unveiling the interconnection among different groups, policy measures, processes, and other factors that the study may concentrate on, and its versatility in accommodating diverse research objectives. It facilitated a rapid comprehension of intricate matters, thereby establishing the groundwork for subsequent investigations into topics employing alternative research methodologies. The case study was utilized for its versatility, since it could be adjusted to suit different research goals.





3.5 Population of the Study

A population is defined as all members of a clearly defined class of individuals, occasions, or objects, as stated by Ary et al. (2014). A population refers to a group of people, objects, locations, businesses, and other entities from which a sample will be selected. A target population refers to a substantial group that a researcher aims to study and derive conclusions from (Louise et al., 2018). An available population refers to a certain group of individuals that a researcher has the ability to choose a sample from (Ary et al., 2014). The study's population of the study is made up of 320 Administrators of the four Senior High Schools in the Sagnarigu Municipal.

3.6 Sampling procedure and Sampling Size

The selection of a sample from a larger population requires the use of sampling procedures. Correct sampling methods are crucial to eradicate bias from the selection process. A simple random sampling technique was used for all administrators in the four Senior High Schools. A simple random sampling technique is a technique in which researchers purposely choose respondents who, in their opinion, are thought to be related to the research topic. In this regard, the researcher selected cases that were judged to typify the view of the group. The advantages of this technique are as follows: It produces quick results; it is easier to research sampling than the whole population; and there is a relatively high degree of accuracy since the research deals with small numbers.



Byju (2022) defines sample size as the minimum number of data points required to calculate accurate estimates for a certain population. Sampling is the method of choosing a subset of the population to make inferences about the remaining population (Byju 2022). Given the growing necessity for a representative statistical sample in empirical research, it is imperative to have an efficient approach for determining the appropriate sample size (Byju, 2022). The study's target group comprised 175 Administrators from four Senior High Schools (SHS) across the Municipal, and this formed the foundation for determining the sample size. In order to determine the appropriate sample size for the study, the researcher consults the Krejcie & Morgan (1970) table, See appendix B for the table of Krejcie & Morgan in the appendix. which is dependent on the population of the study. Out of the population of about three hundred twenty (320), Yamane (1967) sample size determination formula that was used in drawing a representative sample size of one hundred and seventy-five (175) for the study was given as:

$$n = \frac{N}{1 + Na^2}$$

Where:

n = the sample size

N = the sample frame

a = the margin of error, given a confidence level of 95%,

$$n = \frac{320}{1 + 320(0.05^2)}$$

$$n = 175$$

3.7 Data Collection Instruments

The study employs a survey that includes both closed and open-ended questions to gather data to draw conclusive findings. The utilization of a questionnaire in the study enables the collection of a substantial volume of data in a very little timeframe (Creswell, 2009). Additionally, it allows respondents to provide candid responses to potential inquiries. Finally, the inclusion of a questionnaire would be deemed crucial for the research as it yields precise data pertaining to the study topic. Significantly, the data utilized in this study is predominantly primary. This term refers to the allocation of data that has been gathered in the form of answers to research inquiries. The completed questionnaires will be categorized and organized to ensure the meaningfulness of the provided data. Next, proceed to enter the data into IBM's Statistical Package for Social Scientists, specifically version 25. The information inputted into the software is encoded and measured prior to being entered into the system. The data is displayed utilizing the weighted mean. The study utilized a decision rule to generate a Likert scale item consisting of five points. The scale consisted of the following elements: SA (strongly agree), A (agree), D (disagree), and





SD (strongly disagree). A formal correspondence was dispatched to the school administration to appraise them of the study topic and its significance. The study employed a 14-day time frame to gather the data for subsequent analysis. The study utilized the Questionnaire method as a means of gathering data. Data collection was conducted by administering a questionnaire to the respondents. The questionnaire was served as a tool for gathering data, complemented with an interview guide for Administrator. A total of 320 questionnaire copies were distributed. The questionnaire consisted of closed-ended items in which the researcher offered alternative response alternatives on a Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SD).

3.8 Data Source- Primary and Secondary

The study used a questionnaire, which is closed and open-ended, to solicit data to conclude the findings. A questionnaire was used for the study because it allowed for a large amount of data to be collected within a short period (Creswell, 2009). Also, it enabled respondents to give honest answers to possible questions. Lastly, the used of questionnaire was considered vital to the research since it provided accurate information regarding the study subject. Notably, the data for this study was mainly primary. Meaning it was assigned to the data collected in the form of responses to research questions. Answered questionnaires was grouped and sorted to ensure that the data given was meaningful. The next step was to input the data into IBM's

Statistical Package for Social Scientists, version 25. Data entered the software is coded and quantified before entry into the software. The data was presented using the weighted mean.

3.9 Reliability and Validity

The results obtained by the primary data analysis are validated for correctness with the support of two parameters like validity and reliability of the research. Myers (2009) has mentioned that validity of measurement denotes the degree to which the scores from the test or instrument measures what it is supposed to measure. Validity is adopted in this study by ensuring that the questions in the questionnaires are relevant to that of the proposed research objectives and literature review. Reliability is adopted in this study by ensuring that no question is answered twice by the same respondent and all respondents have answered all the questions in the questionnaire.

3.10 Data Analysis

The acquired data was processed and evaluated utilizing SPSS version 26, and thereafter displayed in the form of means, standard deviation, minimum and maximum values, percentages, and frequencies. The analysis was to elucidate the correlation between variables.





3.11 Ethical Consideration

The significance of ethics in every research endeavor cannot be overstated. Adhering to ethical concerns in research requires that researchers prioritize the well-being and rights of research subjects by placing them as the foremost consideration, followed by the study itself, and lastly, their own interests (Marshall & Rossman, 2014). The ethical concerns that are present in research encompass plagiarism, obtaining informed consent from participants, maintaining data integrity, ensuring confidentiality, and preserving privacy and anonymity (Azagra-Caro, J.et. al., 2017). Prior to proceeding, it was necessary to acquire approval from the University for Development Studies (UDS) as the initial ethical measure. Upon receiving this approval, the researcher was ready to begin fieldwork in order to gather data from research participants for the study.

The Department of Educational Management and Policy Studies provided the researcher with an introductory letter, which outlines the reasons for collecting the data and guarantees confidentiality. During the fieldwork, the researcher's implemented the following ethical protocols regarding the study's conduct. Initially, the researcher engaged in discussions with gatekeepers, including District Educational Directors, Circuit Supervisors, and head teachers of schools, in order to obtain formal permission to conduct the study with instructors as participants. This involved providing a clear explanation of the research emphasis and objectives. This became



necessary due to the influence of gatekeepers, who have the power to influence the path of a research project. Their lack of authorization might create a negative perception that hinders the cooperation of participants. According to Robinson, O. C. (2014), it is crucial to comprehend the perspectives of gatekeepers in order to effectively negotiate and sustain access, as well as to uphold the integrity and credibility of research.

Subsequently, a crucial ethical measure was implemented to secure the informed permission of the research participants prior to their involvement. The questionnaire included a preamble that informed participants about the researcher's background, the study's aim, and the assurance of confidentiality for the information submitted by participants. The participants were informed that they had the option to withdraw from the study at any given time. Consequently, none of the research participants were subjected to any form of coercion in order to partake in the study. The researcher was very sensitive in considering the cultural values within the specific context where the data was gathered. Consequently, the researcher refrained from the use of rude and insulting words when interacting with individuals. As a cultural norm, the researcher refrained from using their left hand and crossing their legs during the interviews. The data collected will exclusively be utilized for academic reasons and will not be shared with any third party for financial benefits.

3.12 Summary of the Chapter

Descriptive research design was adopted with the help of cross-sectional survey method of study. The study population covered 320 Administrators of the four Senior High Schools in the Sagnarigu Municipal. The simple random sampling technique was being used to draw a sample size of 175 from the population of 320. The study used questionnaire as research instruments. The survey instrument consisted of open and closed ended questions. A statistical analysis tool known as the Statistical Product for Social Science (SPSS) was used to analyzed the data and then presented using descriptive distribution tables.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS OF RESULTS

4.0 Introduction

This study investigated the educational administration practices of administrators from four Senior High Schools in the Sagnarigu Municipality during the period of social media. The study also analyzed the use of social media in education, as well as the advantages linked to its use in educational settings. Ultimately, the study investigates optimal strategies for educational institutions to regulate and control the utilization of social media. The next section provides the results of the data analysis, which are divided into three main areas. Section 4.1 examined the first evidence about the fundamental characteristics of the participants. Section 4.2 displayed the statistical summaries, while section 4.3 focuses on the deductive statistics.

4.1 Respondent's Demographic Information

Table 4.1 displays the demographic information of the respondents. It shows the fundamental characteristics of the participants



**Table 4.1 Respondent's Demographic Information**

Variables		Frequency	Percentage
Gender	Female	58	33
	Male	117	67
Age	21-30 years	21	12
	31-40 years	70	40
	41+ years	84	48
Highest educational level	Diploma Certificate	48	27.4
	Bachelor's Degree	92	52.6
	Postgraduate	35	20
Number of years of service	1-5 years	91	52
	6- 10 years	56	32
	11 & above	28	16
Total		175	100

Source: Field Survey, 2023

Table 4.1 displays the demographic information of the respondents. The study revealed that 66% of the respondents were males, while 33.6% (fifty-Eight respondents) were Female. This implied that most of the respondents in the schools were men even though the number of the women were also encouraging.

The respondents' age distribution revealed that the majority (48%) were in their forties and older. Forty respondents, accounting for 40%, fell within the age range of thirty-one to thirty-nine years, while 12% belonged to the twenty-one to thirty years' age



group. This depicts that majority of the respondents of the school were old enough to respond on the topic under study.

Regarding the educational attainment of the respondents, it was found that the majority held a bachelor's degree, accounting for 52.6%. Out of the total respondents, 47 individuals, accounting for 27.4% of the sample, possess a diploma and teacher certificate. Additionally, 35 respondents, representing 20% of the sample, hold postgraduate qualifications. This shows that majority of the administrators had attained at least university education and thus were educated enough to understand the issue under study.

Over 50% of the participants had a professional background ranging from one to five years, while 32% have accumulated six to ten years of experience. Additionally, a minority of twenty-Eight respondents, accounting for 16% of the total, have been engaged in their respective field for eleven years or longer. This implied that majority of the respondents had worked with the school for long enough to be able to provide crucial information relating to objectives of the study.



4.2 The Utilisation of Social Media in School Management by Administrators

This section calculates the means, standard deviations, minimum values, and maximum values to describe the outcomes of the several variables examined in this study. The aspects discussed include the integration of social media in education, the advantages linked to its use in education, and the strategies educational institutions might employ to effectively regulate social media usage. A detailed discussion of the variables is presented below.

Tables 4.2: The Utilisation of Social Media in School Management by Administrators

	Statements	Description			
		Mini	Max	Mean	Std. D
1.	Social media is being used most in this school for knowledge-sharing	1	4	3.82	0.98
2.	Social media is being used most in this school in emailing	1	5	2.48	1.24
3.	The social media being used most in this school in messenger	1	5	2.97	1.23
4.	Social media is being used most in this school chatting with friends	1	4	3.09	0.98
5.	Social media is being used most in this school in advertising	1	4	2.43	0.81
6.	Social media is being used most in this school in collaboration	1	2	1.74	0.44

Source: Field Survey, 2023



The results of the descriptive statistics of social media usage in education are presented in Table 4.2. It was indicated that most of the administrators agreed that social media is being used most in this school for knowledge-sharing. The average rating for this sentiment was 3.82, with a standard deviation of 0.98. On the contrary to this finding, Rithika and Sara (2013) in their study emphasize that although social media has been found to have positive effects on student learning and achievement by facilitating knowledge sharing, the students may use social media in a manner that deviates from the intended purpose of the course instructor, even when it is used for educational purposes.

Majority of the administrators expressed their agreement that, the social media is being used most in the school in emailing. This sentiment is reflected in the mean score of 2.48 and a standard deviation of 1.24. In connection to this finding, Mäntymäki and Riemer (2016) established in their study that social media is utilized for a diverse range of activities such as texting, emailing, knowledge dissemination, chatting, advertising, commerce transactions, making travel and accommodation reservations, and academic pursuits.



Approximately, most of the administrators agreed that the social media is being used most in the school as a messenger. The mean rating for this statement was 2.97, with a standard deviation of 1.23. Similar to this result, Zuckerberg et al. (2022) in their study revealed that social media applications and hardware associated with virtual reality, namely Messenger, Instagram and WhatsApp are directory for students and administrators to store personal and other information.

Majority of the administrators agreed that the social media is being used most in the school for chatting with friends, with a mean value of 3.09 and a standard deviation of 0.96. In line with this finding, the study of Mäntymäki and Riemer (2016) also revealed that social media is utilized for a diverse range of activities such as texting, emailing, knowledge dissemination, chatting, advertising, commerce transactions, making travel and accommodation reservations, and academic pursuits.

Most of the administrators agreed that social media is being used most in the school in advertising. The mean rating for this statement was 2.43, with a standard deviation of 0.81. Comparable to this finding, Mäntymäki and Riemer (2016) in their study indicated that social media is utilized for a diverse range of activities such as texting, emailing, knowledge dissemination, chatting, advertising, commerce transactions, making travel and accommodation reservations, and academic pursuits.



Lastly, a significant number of the administrators disagreed that social media is being used most in the school in collaboration, with a mean score of 1.74 and a standard deviation of 0.44. In linking to this finding, Liu et al. (2019) in their study revealed that collaboration encompasses the act of exchanging information, engaging in discussions regarding concerns, and devising solutions to tackle the obstacles posed by social media. In agreement, Mäntymäki and Riemer (2016) also established in their study that, students employ social media for diverse objectives, including communication, idea exchange, and collaboration.

4.3 The Advantages Linked to the Utilisation of Social Media by School

Administrators

This section calculates the means, standard deviations, minimum values, and maximum values to describe the outcomes of the several variables examined in this study. The aspects discussed include the integration of advantages linked to the utilisation of social media by school administrators. A detailed discussion of the variables is presented below.

Table 4.3: Advantages Linked to the Utilisation of Social Media by School

Administrators

	Statements	Description			
		Min	Max	Mean	Std. D
1.	Social media utilization increases the students' cognitive and creative abilities	1	5	2.68	1.27
2.	Social media platforms improve students' learning opportunities	1	4	2.78	0.89
3.	Social media platforms improve students' foster collaborative studies	1	5	3.23	0.98
4.	Social media platforms improve students enhances critical thinking.	1	5	3.09	1.14
5.	Social media enable students to easily contact each other concerning their assignments.	1	5	2.97	1.24
6.	Social media helps to build students' confidence level	2	5	3.68	0.98
7.	Social media usage influences individual innovation.	1	5	3.15	1.13
8.	Expressing their thoughts in the classroom get involved in the learning process.	1	5	3.15	1.13

Source: Field Survey, 2023

As shown in the Table 4.3, the survey showed that a significant proportion of the administrators agreed that social media utilization increases the students' cognitive and creative abilities. The data collected indicated a mean score of 2.68 with a standard





deviation of 1.27. Similar to this finding, although research has shown that social media can have both beneficial and bad impacts on education and student performance, Yunus et al. (2012) found that active participation on social networks such as Facebook and Twitter can enhance students' vocabulary and writing abilities.

The survey indicated that a significant proportion of the administrators agreed that social media platforms improve students' learning opportunities. This finding was supported by a mean score of 2.78 and a standard deviation of 0.89. This result was in line with the conclusions reported by George and Dellasega (2011) who assert that utilizing social media platforms enhances students' educational opportunities, improves cooperative learning and group discussions, enables communication beyond the confines of the classroom, and enhances critical thinking skills. However, Moghavvemi (2017) in his study indicates that individuals primarily utilize it for pleasure, obtaining information, and inquiring about products, rather than for academic learning. Rithika and Sara (2013) also argued that although social media has been found to have positive effects on student learning and achievement by facilitating knowledge sharing, the students may use social media in a manner that deviates from the intended purpose of the course instructor, even when it is used for educational purposes.



Approximately, most of the administrators expressed agreed social media platforms improve students' foster collaborative studies, with a mean rating of 3.23 and a standard deviation of 0.98. In connection to this finding, Mäntymäki and Riemer (2016) revealed in their study that students employ social media for diverse objectives, including communication, idea exchange, and collaboration. Liu et al. (2019) also argued that collaboration encompasses the act of exchanging information, engaging in discussions regarding concerns, and devising solutions to tackle the obstacles posed by social media.

Most of the administrators agreed that the social media platforms improve students critical thinking, with an average rating of 3.09 and a standard deviation of 1.14. This result was in connection with the conclusions reported by George & Dellasega (2011) who assert that utilizing social media platforms enhances students' educational opportunities, improves cooperative learning and group discussions, enables communication beyond the confines of the classroom, and enhances critical thinking skills.

Most of the administrators agreed that social media enable students to easily contact each other concerning their assignments, with an average rating of 2.97 and a standard deviation of 1.24. Parallel to this finding, Cho and Jimerson (2016) also indicated that



social media can be utilized as a means to enhance school growth by facilitating contact between students and teachers. School administrators have a multitude of tasks, their responsibilities encompass enhancing student learning, guaranteeing safety and security, fostering social and moral development in pupils, and facilitating the professional growth of instructors.

Additionally, most of the administrators indicated that social media helps to build students' confidence level, with an average rating of 3.68 and a standard deviation of 0.98. Comparable to this finding, a study conducted by Kirschner and Karpinski (2010) revealed that social media has the potential to enhance peer learning and knowledge exchange, resulting in enhanced learning achievements. They added that social media platforms can also encourage peer learning, allowing students to acquire knowledge from one another through collaborative efforts and the exchange of information. Social media sites such as Twitter and Facebook enable students to establish connections and exchange information, ideas, and resources.

Ultimately, most of the administrators further expressed their agreement that social media usage influences individual innovation with a mean score of 3.15 and a standard deviation of 1.13. Related to this result, Hanson and Danyluk (2022) established that the utilization of Zoom as an instructional instrument generated innovative



pedagogical opportunities that motivated instructors to investigate the respectful incorporation of indigenous perspectives in virtual learning environments. LaRue (2012) recorded similar outcomes and revealed that it enables the process of communication, innovation, and the sharing of scholarly knowledge, while also presenting distinctive prospects that go beyond what conventional learning management systems provide. Strathdee (2007) argues that teachers' ideas and innovations for school improvement are stifled by bureaucratic systems.

Lastly, with a recorded mean score was 3.15 and a standard deviation of 1.13, the administrators agreed that social media helps the students to express their thoughts in the classroom and get involved in the learning process. Similar to this finding, Cassidy, Gryphon, Manolovitz, Shen and Turney (2011) also revealed that students are currently exposed to social media platforms on a regular basis. Users utilize an assortment of technological devices—desktop computers, laptops, tablets, and mobile phones—to actively participate in social media platforms for a variety of purposes, including blogging, conversing, sharing content, and engaging in online learning.

4.4 The Effective Ways for Educational Administrators to Manage Social Media

Use

This section calculates the means, standard deviations, minimum values, and maximum values to describe the outcomes of the several variables examined in this study. The aspects discussed include the effective ways for educational administrators to manage social media use. A detailed discussion of the variables is presented below.

Table 4.4: The Effective Ways for Educational Administrators to Manage Social Media Use

Statements						Description			
						Min	Max	Mean	Std. D
1.	Educational	institutions	should	outline	the	1	5	3.42	1.05
	expectations, guidelines for online behavior, privacy, and data protection and consequences for social media use by students.								
2.	Educational	institutions	should	provide	training and	1	5	2.61	1.28
	education to students on information on privacy, security, cyberbullying, and appropriate online behavior.								
3.	Educational	institutions	should	regularly	monitor the	1	5	1.55	0.68
	social media activity of students in the school.								
4.	Educational	institutions	should	have	a crisis	1	5	3.52	1.12
	management plan in place to address any negative social media incidents								





5. Educational institutions should collaborate with parents and the community by sharing information and discussing concerns on social media issues.	1	4	2.49	0.92
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Source: Field Survey, 2023

The results from the Table 4.4 indicated that a significant number of the administrators agreed that educational institutions should outline the expectations, guidelines for online behavior, privacy, and data protection and consequences for social media use by students, with a mean score of 3.42 and standard deviation of 1.05. In line with this finding, Zhang (2016) in their study established that, policy should additionally encompass directives pertaining to online conduct, safeguarding privacy, and ensuring data security. Conversely, Ndaku (2013) established that students allocate a substantial portion of their study time engaging in activities on social media platforms, as opposed to focusing on their scholastic pursuits, they appear to be diverted from their academic pursuits during this behavior, which negatively impacts their study time.

A significant number of the administrators agreed that educational institutions should provide training and education to students on information on privacy, security, cyberbullying, and appropriate online behavior, with a mean score of 2.61 and standard deviation 1.28. In link with this finding, Liu et al. (2019) also expressed that



the training should encompass knowledge regarding privacy, security, cyberbullying, and appropriate conduct in online environments.

Majority of the school administrators expressed a disagreement with the statement that educational institutions should regularly monitor the social media activity of students in the school. The mean rating for this agreement was 1.55, with a standard deviation of 0.68. Contrary to this finding, Zhang (2016) in his study established that management of educational institutions should regularly monitor social media activity to identify potential issues and risks, monitoring can help institutions to detect cyberbullying, inappropriate content, and negative comments.

It was further shown that majority of the administrators agreed that, educational institutions should have a crisis management plan in place to address any negative social media incidents. The mean rating for this agreement was 3.52, with a standard deviation of 1.12. Similar to this finding, Greenhow et al. (2016). Established that it is imperative for educational institutions to establish a crisis management plan to effectively handle any adverse occurrences on social media platforms, the strategy should encompass strategies to tackle the problem, engage with relevant parties, and safeguard the institutional standing. Mehmood and Tawir (2013) elucidated the variability in the impact of social media networks and the internet on students'





educational performance, highlighting both positive and negative effects and found that students who allocate minimal time for studies due to their engagement with social media experience a decline in grades and academic performance. Ndaku, (2013) also argued they appear to be diverted from their academic pursuits during this behavior, which negatively impacts their study time.

Lastly, a significant number of the administrators were uncertain as to whether educational institutions should collaborate with parents and the community by sharing information and discussing concerns on social media issues, with a mean score of 2.49 and the standard deviation is 0.92. Dissimilar to this results, Greenhow et al. (2016) in their study opined that the strategy should encompass strategies to tackle the problem, engage with relevant parties, and safeguard the institutional standing and educational institutions should engage in cooperation with parents and the community to tackle social media concerns. Liu et al. (2019) also agreed that collaboration encompasses the act of exchanging information, engaging in discussions regarding concerns, and devising solutions to tackle the obstacles posed by social media.

4.5. Discussion of Results

Social media plays a crucial role in the administration of educational institutions in the current era of digital technology. This position encompasses a wide array of responsibilities, such as disseminating information, fostering collaboration, and



inspiring stakeholders in the education industry to engage actively. To begin with, social media platforms facilitate the extensive dissemination of educational content. Educational institutions, such as schools and universities, can disseminate up-to-date information, announcements, and events in a streamlined and impactful manner by leveraging diverse social media platforms such as Facebook, Twitter, and Instagram. Therefore, members of the educational community, including students, faculty, and parents, can readily access current information without depending on conventional mediums like newspapers or printed flyers. Furthermore, social media platforms enable the fostering of collaboration among educators, professors, and students inside the educational environment. Google Classroom, Edmodo, and Microsoft Teams are educational platforms that facilitate the dissemination of course information, assignments, and supplementary resources via online channels. Moreover, students are afforded the opportunity to engage in debates, pose inquiries, and transcend the limitations imposed by time and physical distance.

CHAPTER FIVE

DISCUSSION, SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

The primary objective of the study was to investigate educational management by Administrators in the Era of social media in the Sagnarigu Municipal. This chapter provides a summary of the findings. Conclusions are drawn in light of these findings to allow for the formulation of pertinent recommendations for policy development and further research.

5.1 Summary of the Study

The primary objective of the study was to investigate educational administration by the Administrators within the era of social media in the Sagnarigu district. This chapter provides a succinct summary of the findings. These data are used to draw conclusions and provide applicable recommendations for policy formulation and further research. The study sought to assess the influence of educational administration in the era of social media by administrators in the Sagnarigu Municipality, as well as their engagement in these endeavors. The study was conducted using the following research objectives as guidance: To examine the usage of social media in the realm of education. To determine the benefits associated with the use of social media in the sector of education. To explore effective approaches for educational institutions to





monitor the use of social media. The study utilized both positivist and interpretive paradigms as research procedures, which are the two most prominent frameworks emphasized in the field of research methods. The researcher in this study utilized a mixed-method research approach to collect and analyze both quantitative and qualitative data utilizing an explanatory sequential design. The researcher utilized Krejci and Morgan's (1970) method to determine the sample size, which comprised 175 administrators. The data collection methods adopted included the use of questionnaires and semi-structured interviews. The quantitative data was analyzed using descriptive analytic approaches, including frequency, percentages, means, and inferential analysis. The qualitative data collected from the field was analyzed using content analysis. Data analysis was enhanced by employing SPSS version 26.0.

5.2 Summary of Findings

Based on the analyses of the study, the following findings were drawn in line with the objectives of the study.

5.2.1 The Utilisation of Social Media in School Management by Administrators

The administrators expressed favorable sentiments regarding the predominant usage of social media in educational institutions for the purpose of sharing knowledge. They expressed strong agreement that social media is predominantly utilized in this school



for conversing with friends. for advertising purposes in educational institutions. The study found that social media is primarily utilized for collaboration in schools. Social media platforms facilitate the extensive dissemination of educational content. Senior high schools can disseminate up-to-date information, announcements, and events in a streamlined and impactful manner by leveraging diverse social media platforms such as Facebook, Twitter, and Instagram. Therefore, members of the educational community, including students, faculty, and parents, can readily access current information without depending on conventional mediums like newspapers or printed flyers. Furthermore, social media platforms enable the fostering of collaboration among educators, professors, and students inside the educational environment.

5.2.2 The Advantages Linked to the Utilisation of Social Media by School

Administrators

The survey revealed that a significant proportion of administrators, specifically 58 out of 175 (33.6%), believed that utilizing social media enhances students' cognitive and creative abilities. believed that social media platforms enhance students' learning chances. Many administrators agreed that social media platforms enhance critical thinking among students, Additionally, many administrators also mentioned that social media contributes to the development of students' confidence. The study reveals that the students utilize WhatsApp on a daily basis for discussing course-related matters with their peers.



5.2.3 The Effective Ways for Educational Administrators to Manage Social

Media Use

The results indicated that a significant number of administrators were in favor of educational institutions establishing clear expectations, standards for online conduct, privacy measures, and data protection protocols, as well as punishments for students with a history of social media misuse. A significant number of administrators concurred that educational establishments should offer instruction and guidance to students regarding privacy, security, cyberbullying, and suitable online conduct. The study found that a majority of the administrators agreed that educational institutions should have a crisis management plan in place to handle unfavorable situations on social media. A significant number of administrators expressed the view that educational establishments should engage in cooperation with parents and the community by exchanging information and engaging in discussions regarding issues related to social media.

5.3 Conclusion

Within the realm of school management, the primary responsibility of the administrator is to effectively guide the organization in alignment with its objectives. There exist numerous approaches and techniques to accomplish these objectives. Social media is one of the methods that is compatible with modern technologies. Social media has gained extensive popularity in Ghana, mirroring its global prevalence in recent years. Krutka and Carpenter (2016) assert that teachers and administrators can



use the use of social media to their benefit based on their research findings. The effectiveness of school management conducted solely through traditional approaches has diminished. Social media provides a means to connect with the global population, extending beyond the scope of students, teachers, and parents. Given the impact of social media on school administration, it is imperative to utilize it efficiently in managing schools. Therefore, it is essential for every school administrator to possess a conscious understanding of how to properly employ social media. All school administrators involved in the research utilize various social media platforms both professionally and personally.

The conclusion has been reached that certain administrators can utilize social media tools in education management and can do so efficiently. The first theme highlights the importance of school administrators utilizing social media effectively to enhance school management. Specifically, social media is mostly employed by administrators to disseminate information to instructors. The second primary focus, instructional leadership, highlights the importance of educating both instructors and students on the proficient utilization of social media in the context of instructional leadership. According to Junco's (2012) study, the utilization of Facebook by higher education students and scholars has been shown to have a significant impact on their academic growth and retention in school. However, it was also disclosed that school administrators lack sufficient expertise and experience in instructional leadership. The



third primary focus of this study involves examining the school administrators' ability to establish a vision and foster a sense of unity among instructors and pupils.

The aim is to determine the extent to which school administrators can successfully achieve these objectives through the utilization of social media platforms. Furthermore, it might be inferred that school administrators lack sufficient expertise in fostering a sense of vision and team cohesion. Meneteş (2013) found that educational administrators, who are responsible for providing vision and guidance in education, do not effectively embrace technology, which aligns with the findings of this research. The research findings are used to give some recommendations. When selecting education administrators, it is important to assess their proficiency in instructional leadership. If their skills are found to be insufficient, it is recommended to arrange in-service training. To ensure consistency, it is advisable to structure in-service training by evaluating competencies related to strategic vision and collaborative teamwork, particularly in the context of change management. Educational administrators should be closely monitored to ensure that they are utilizing social media platforms in a manner that aligns with ethical guidelines and yields optimal results. The ethical implications of in-service training courses designed for the utilization of the Internet and social media should be evaluated, and if deemed required, they should be adjusted by modifying the content.

5.4 Recommendations

The study's key results and conclusions led to the following recommendations.

1. The study recommended that, considering the positive and negative aspects of the use of social media in education, it is deemed necessary for the school administrators to implement legal regulations for the use of social media to make positive contributions to the achievement of the goals of the school in administrative and educational terms.
2. The study recommended that, periodic training on social media literacy and addiction can be organized by the school administrators to reduce the negative effects of social media in the education. Their role in the training activities will provide a positive school culture and, in this direction, the negative effects of social media should be minimized.
3. The study recommended that, the administrators of the senior high schools must uphold the confidentiality of students' personal data and implement measures to safeguard information shared on social media platforms. It is imperative to educate students on the need of upholding privacy and refraining from divulging critical personal data on social media sites.





4. The study recommended that, it is imperative for Ghana Education Service to provide seminars to the administrators, students, teachers, and parents regarding the advantageous applications of social media in the field of education, including advocacy campaigns, collaborative efforts, and professional growth. By comprehending the advantages, the stakeholders will be more inclined to enhance social media for the purpose of learning and exchanging knowledge.
5. The study recommended that, the administrators must establish supervisory policies and tools to oversee students' conduct when engaging on social media platforms. Furthermore, it is crucial to cultivate a setting where students experience a sense of security and ease, enabling them to engage in online debates and exchange ideas without apprehension of encountering bullying or harassment.
6. The study recommended that, the administrators should maximize the utilization of social media in education, these measures can be implemented to enhance inclusive, competitive, and forward-thinking learning. Enhanced comprehension of the hazards and ethical considerations associated with the utilization of social media in the senior high schools will amplify the advantages derived from its usage.

5.5 Suggestion for Further Research

In terms of further research, the Researcher recommends the following:

1. It is necessary to carry out another study to Investigate How Administrators perceive social media as an Educational Tool.
2. There should be further studies on examining The Role of social media in Educational Communication Management



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APPENDIX

APPENDIX A: QUESTIONNAIRES

EDUCATIONAL MANAGEMENT IN THE ERA OF SOCIAL MEDIA BY ADMINISTRATORS

Dear Participant,

Thank you for agreeing to participate in this questionnaire on educational management in the era of social media by administrators. Your responses will be invaluable in understanding the current landscape and challenges faced by educational administrators in navigating the influence of social media. Please answer the following questions to the best of your ability. Your responses will be kept confidential and used for research purposes only.

PART ONE: Demographic Details

1. Gender: Male [20] Female [40]
2. Age (years): 10- 20 [] 21-30 [] 31-40 [] 40 and above []
3. Academic qualification: Post graduate [50] Degree [100] Diploma []
Secondary []
Other, Please specify.....



4. Number of years of service (experience) 0-5 [☐] 6-10 [☐] 11-15 [☐] 16-20 [☐] 21 and above [☐]
5. School name.....bisco.....

PART TWO: Social Media Applications

1. Please indicate your level of usage or familiarity with the following social media apps for professional purposes (1 = Not Familiar/Do Not Use, 5 = Very Familiar/Use Frequently):

- a. Facebook: [☐] 1 [☐] 2 [☐] 3 [☐] 4 [☐] 5
- b. Twitter: [☐] 1 [☐] 2 [☐] 3 [☐] 4 [☐] 5
- c. Instagram: [☐] 1 [☐] 2 [☐] 3 [☐] 4 [☐] 5
- d. YouTube: [☐] 1 [☐] 2 [☐] 3 [☐] 4 [☐] 5
- e. WhatsApp: [☐] 1 [☐] 2 [☐] 3 [☐] 4 [☐] 5
- f. Zoom: [☐] 1 [☐] 2 [☐] 3 [☐] 4 [☐] 5
- g. Other (please specify) _____ [☐] 1 [☐] 2 [☐] 3 [☐] 4 [☐] 5

2. Professional Development and Training: c. How important do you think it is for educational administrators to stay updated on the features and functionalities of popular social media apps used by students and faculty?
- a. Not Important at All [☐]
 - b. Somewhat Important [☐]



- c. Moderately Important []
- d. Very Important []
- e. Extremely Important []

PART THREE: Impact of social Media on Education

Section A: How is Social Media Being Used in Education

For each of the statement below, kindly answer by expressing your level of agreement

5= strongly agree, 4= Agree, 3= Neutral, 2= Disagree and 1= strongly disagree

Statement	1	2	3	4	5
Social media is being used most in this school in messaging					
Social media is being used most in this school in emailing					
Social media is being used most in this school in knowledge sharing					
Social media is being used most in this school chatting friends					
Social media is being used most in this school in advertising					





Social media is being used most in this school in collaboration					
Social media is being used most in this school in messaging					
Social media is being used most in this school in emailing					
Social media is being used most in this school in knowledge sharing					
Social media is being used most in this school chatting friends					

Section B: Benefits Associated with Social Media Use in Education

For each of the statement below, kindly answer by expressing your level of agreement

5= strongly agree, 4= Agree, 3= Neutral, 2= Disagree and 1= strongly disagree

Statement	5	4	3	2	1
social media utilisation increases the students' cognitive and creative abilities					
social media utilisation increases the students' creative abilities					
social media platforms improves students' learning opportunities					

social media platforms improves students' fosters collaborative studies					
social media platforms improves students' allows for communication outside the classroom					
Social media platforms improves students' enhances critical thinking.					
Social media enable students to easily contact with each other with regard to their assignments.					
Social media used helps to build students confidence level					
Social media usage influence of individual innovativeness.					
Social media used students who have difficulty in expressing their thoughts in the classroom can get involved in the learning process,					

Section C: How Can Educational Institutions Effectively Manage Social Media

Use

For each of the statement below, kindly answer by expressing your level of agreement

5= strongly agree, 4= Agree, 3= Neutral, 2= Disagree and 1= strongly disagree

Statement	5	4	3	2	1



Educational institutions should clearly define the expectations, norms on online conduct, privacy, and data security, as well as the repercussions for students' use of social media.					
Educational institutions ought to offer students instruction and guidance regarding privacy, security, cyberbullying, and proper conduct in the online realm.					
It is imperative for educational institutions to consistently monitor the social media activity of pupils within the school.					
Educational institutions must to possess a well-defined crisis management strategy to effectively handle any adverse occurrences on social media platforms.					
Educational institutions ought to engage in collaboration with parents and the community through the dissemination of information and the discussion of concerns pertaining to social media matters.					

APPENDIX B: KREJCIE AND MORGAN SAMPLE SIZE DETERMINATION TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970





<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970



GHANA EDUCATION SERVICE

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My Ref. No.: SB.37/UDSSGESNR/VOL.2 Your Ref. No.:

30th October, 2023

THE HEAD OF DEPARTMENT
EDUCATIONAL MGT & POLICY STUDIES
UNIVERSITY FOR DEVELOPMENT STUDIES
TAMALE

**RE: PERMISSION TO CARRY OUT RESEARCH STUDY ON
ADMINISTRATORS OF VARIOUS SENIOR HIGH SCHOOLS IN SAGNARIGU
MUNICIPAL.**

With reference to your letter dated 12th October, 2023. I wish to inform you that management of Ghana Education Service (GES) has granted Mr. Seidu Aminu the permission to undertake a study on "Educational Management in the Era of Social Media by Senior High School Administrators in the Sagnarigu Municipal" as requirement for Mphil programme.

By this letter, the heads of the various Senior High Schools in the Sagnarigu Municipal are requested to grant Mr. Seidu Aminu access, the necessary support and further directives in the conduct of the study.

Thank you.


HAJIA KATUMI NATOGMAH ATTAH (MRS.)
REGIONAL DIRECTOR (NR)

Cc:

1. Municipal Director of Education, Sagnarigu Municipal.
2. Headmaster, Tamale Senior High School, Sagnarigu Municipal.
3. Headmaster, Northern School of Business, Sagnarigu Municipal ✓
4. Headmaster, Business Senior High School, Sagnarigu Municipal.
5. Headmistress, Kalpehin Senior High School, Sagnarigu Municipal.
6. Headmaster, Islamic Senior High School, Sagnarigu Municipal.
7. Mr. Seidu Aminu, University for Development Studies, Tamale.

KET



*sam**

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P.O. Box TL1350
Tamale
Northern Region
Ghana, West Africa

Our Ref:
Your Ref:

DATE: 12th October, 2023

The Regional Director,
Ghana Education Service
Tamale

Dear Sir/Madam,

LETTER OF INTRODUCTION


The bearer of this letter, Mr. Seidu Aminu is a postgraduate student studying at the Department of Educational Management and Policy Studies at the University for Development Studies (UDS).

He requires some information from academic administrators of secondary schools to write his thesis titled **"Educational Management in the Era of Social Media by Administrators in the Sagnarigu Municipal"** as a requirement for his MPhil programme.

Kindly give Mr. Seidu Aminu the necessary assistance to enable him gather the information he needs for the research.

I would greatly appreciate it if you could provide the required assistance for his data collection in your outfit. Thank you.

Yours faithfully,


Quansah J. J.
Head of Department
Faculty of Education