

PRINCIPALS STRATEGIES FOR MANAGING SOCIAL MEDIA MISUSE FOR EFFECTIVE SCHOOL ADMINISTRATION IN ANAMBRA STATE

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Abstract

The study investigated principals' strategies for managing social media misuse for effective school administration in Anambra State. Four research questions and hypotheses guided the study. Descriptive survey design was adopted in the study. Target population of the study was 259 principals in the six education zones in Anambra State while 157 principals were sampled for the study using convenience sampling technique. Instrument used for data gathering was a 20-item questionnaire titled "Strategies for Managing Social Media Misuse for Effective School Administration Questionnaire" (SMSMMESAO) and this was face and content validated by two experts at Tansian University, Anambra State. The reliability of the instrument was 0.81 using Cronbach alpha statistics. There were 157 copies of questionnaire administered while 148 copies representing 94.3% were retrieved. Research questions raised were answered using mean and standard deviation while the hypotheses were tested using z-test at 0.05 level of significance. The result of the study showed that social media was majorly used for evaluation and communication purposes to a high extent. The study showed that cases of misuse included the use of the platform for entertainment and spreading of fake information. It was revealed that the consequences of the misuse of social media in the school included wastage of educational resources and lack of integrity of circulated information while building of an institutional social media platform and enforcement of social media policies in the school were revealed as strategies for curbing social media misuse. It was recommended based on the finding that school personnel should be trained on safe use of social media sites for effective school administration.

Keywords: Anambra State, Principals, School Administration, Social Media

INTRODUCTION

The education sector has continued to benefit from rapid advancement in technology like other sectors of the national economy all over the world. One of the emerging technologies that has transformed the way people interact all over the world is the introduction and growth in social media. Social media has permeated all aspects of human culture (Raut & Patil, 2016) and the education sector is not left out with several aspects of school administration being affected by the introduction and integration of

social media. Today, administrative activities of school principals and other school personnel such as the management of the human, financial and material resources of the school are carried out across different social media sites such as Facebook, WhatsApp, Instagram among others with different features for different educational purposes.

Technology today plays an important role in educational administration activities (Berezi & Eseyin, 2021). The introduction and use of social media in schools for general administrative purpose has no doubt added value to different activities carried out by principals, teachers and students among other school personnel. However, while social media has continued to be used in different ways by different stakeholders for effective administration of the school, there are still administrative challenges that emanate from the interaction of these different stakeholders and the extent to which social media is responsible for some of these emerging administrative problems differs from one setting to another. Different stakeholders are likely to have different experiences with the use of social media and the need for appropriate interventions for effective usage cannot be ignored.

According to Ekwueme, Umukoro, Whiskey and Kasimanwuna (2018:307) “social media are internet enabled sites which makes it possible for people to interact freely, exchange information, ideas, views, pictures and lots more with friends allowing users to generate their own content and consume these contents as well as others from friend”. These various platforms are used by different educational stakeholders to meet diverse administrative needs that will enable the school achieve its short and long term goals and objectives. Educational administrators use social media for both general and specific educational purposes (Dogan & Cevik, 2021) especially the ones that will promote effectiveness and efficiency in the process of school administration.

There is no doubt that social media has been useful to school administration with several positive benefits. Bon, Bathon and Balzano (2013) noted that there have been cases of scandals, abuse and unprofessional conducts such as illicit relationships when users adopt social media in the process of carrying out educational activities. Similarly, other offensive practices such as the spread of fake news, financial rimes, user addiction are some of the negative usage of social media which have been reported (Oluwagbohunmi, (n.d.)). Therefore, the use of social media in school administration still comes with some acts of misuse which makes its integration difficult for school administrators as a medium for school administration.

The misuse of social media is characterized by several challenges which makes it difficult for school administrators to continue to consider this as an alternative platform for effective school administration. Ojo (2022) asserted that productive hours are often spent on social media as against time that would have been useful for other administrative purposes. This is because in the process of using social media, several users spend more time and resources on the platform for activities that do not contribute to school administration leading to wastage of school resources. Similarly, the fact that innovation is taking place faster than its adoption (Abbas, Aman, Nurunnabi & Bano 2019). This has made it difficult for some schools to consider the use of social media for administrative purposes especially where the principals and other support staff are not up to date with this development.

Several approaches have been developed by school administrators for the management of social media sites for school administration and one of these approaches is the institutionalization of social media platforms and decentralization of usage patterns (Anderson, 2019) and all of these are geared towards improving the usage of this platform for administrative activities in the school. Similarly, some schools have also established social media policies that will guide when and how school personnel use social media platforms for administrative activities for the overall good of the school and its critical stakeholders.

Empirically, studies have been conducted by different researchers to determine how social media assist in effective administration of the school system and one of such studies was conducted by Onyali, Asiegbu and Nnebedum (2018) on the extent of principals' utilization of social networking sites for enhancing communication in secondary schools in Anambra State. The study used a descriptive survey design and was guided by two research questions. 257 principals made up the study's population in the study area, and 178 of those principals were selected for the study using a multi-stage sampling procedure. A 13-item questionnaire that was validated by experts and had Cronbach alpha reliability scores of 0.78 and 0.75 was used to collect the study's data. The questionnaire was distributed in 178 copies, and 169 of those copies were returned, or 95%. The research questions were answered using the mean and standard deviation. The results showed, among other things, that principals in secondary schools in Anambra State used WhatsApp to a high extent to improve communication. The Ministry of Education should train principals through workshops and seminars on the use of social networking sites for enhancing communication in schools, among other things, according to the findings.

Alkaabi, Albion and Redmond (2017) also conducted another study on social network misuse in the classroom and its impact on male student motivation in UAE tertiary education. At four government-run campuses, including United Arab Emirates University at Al Ain Campus, Higher College of Technology at Ras Al-Khaima Campus, and two campuses of Zayed University (Abu Dhabi and Dubai), thirteen focus groups with 83 male English as a Foreign Language students were held. Many students admitted to using social network for leisure pursuits like playing games, watching movies, and looking at pictures. Students acknowledge that these extracurricular activities cause them to lose focus in class. During exams, some students discussed the use of social network in academic dishonesty. Students acknowledged that SN cheating is becoming more prevalent at their colleges. According to reports, students with SN indulgence issues lacked motivation to learn.

On the other hand, Ngonidzashe (2013) investigated the challenges and perceptions towards use of social media in higher education in Zimbabwe. The study used a descriptive design, and the instrument for gathering data was a questionnaire. One hundred and twenty-four (124) college students from five (5) different universities in Zimbabwe provided the information. According to the study, students in higher education face difficulties using social media that are related to security, time-wasting behavior, misusing tools when teaching, and antisocial behavior, in that order.

Furthermore, Nyongesa, Kiprop and Chumba, S. (2019) investigated school strategies for managing social media influence on students' discipline in Kenyan secondary schools. There were 19,000 Form 3 students from 306 secondary schools in the study area who made up the study's population, and 600 students from 40 of those schools were selected using Scott Smith's formula. The 40 deputy principals and 40 heads of the guidance and counseling departments from the chosen secondary schools were chosen as respondents for the study using a purposeful sampling method. Data collection methods included an interview and a questionnaire. Data was collected, and multiple regression was used to analyze it. The effectiveness of the methods used by schools to manage discipline received high marks.

Aim and Objectives of the Study

The aim of the study was to investigate principals' strategies for managing social media misuse for effective school administration in Anambra State. Specifically, the objectives of the study were to:

1. ascertain the extent of social media utilization for the administration of secondary schools in Anambra State

2. identify the ways social media is misused in secondary schools in Anambra State
3. examine the consequences of social media misuse on service delivery in secondary schools in Anambra State
4. determine the strategies for curbing social media misuse for effective service delivery in secondary schools in Anambra State

Research Questions

The following research questions were answered in the study:

1. What is the extent of principals' social media utilization for the administration of secondary schools in Anambra State?
2. What is the perception of principals on the ways social media is misused in secondary schools in Anambra State?
3. What is the perception of principals on the consequences of social media misuse on service delivery in secondary schools in Anambra State?
4. What are the principals' strategies for curbing social media misuse for effective service delivery in secondary schools in Anambra State?

Test of Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the opinion of male and female principals on the extent of principals' social media utilization for the administration of secondary schools in Anambra State
2. There is no significant difference between the opinion of male and female principals on their perception on the ways social media is misused in secondary schools in Anambra State
3. There is no significant difference between the opinion of male and female principals on their perception on the consequences of social media misuse on service delivery in secondary schools in Anambra State
4. There is no significant difference between the opinion of male and female principals on principals' strategies for curbing social media misuse for effective service delivery in secondary schools in Anambra State

Methodology

The study adopted descriptive survey design as the study focused on understudying an existing phenomenon. The population of the study consists of 259 principals in the six education zones in Anambra State out of which 157 (82 males and 75 females) principals were drawn as sample for the study using convenience sampling technique.

The instrument used for data collection was a 20-item questionnaire tagged “Strategies for Managing Social Media Misuse for Effective School Administration Questionnaire” (SMSMMESAQ). The questionnaire had two sections with the Section A used for collecting data on the demographic attributes of the respondents while the Section B contained the questionnaire items. The questionnaire was responded to on a four point modified Likert scale. Research question one was responded to on a scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) while research questions two to four were responded to on a scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) both with weighted vales of 4, 3, 2 and 1. The weights were cumulated and divided by 4 to arrive at 2.50 which is the criterion mean score used for decision making. The questionnaire was face and content validated by two experts at Tansian University, Anambra State. Cronbach alpha was used to determine the reliability of the questionnaire and produced an index of 0.81. Out of the 157 copies of questionnaire administered by the researcher and four trained research assistants, 148 copies (79 males and 69 females) which represented a 94.3% retrieval rate were properly completed. The research questions raised were answered using mean and standard deviation while the hypotheses were tested using z-test at 0.05 level of significance.

Results and Discussion

Answer to Research Questions

Research Question One: What is the extent of principals’ social media utilization for the administration of secondary schools in Anambra State?

Table 1: Mean and standard deviation scores on the extent of principals' social media utilization for the administration of secondary schools in Anambra State

S/No	Items	Male Principals n=79		Female Principals n=69		Mean Set	
		Mean $\bar{X}_1$	SD	Mean $\bar{X}_2$	SD	X $\bar{X}$	Decision
1	Social media is used to communicate with critical school stakeholders	2.84	0.85	2.88	0.79	2.86	High Extent
2	The school utilize social media for keeping essential school records	2.47	0.98	2.48	0.96	2.48	Low Extent
3	Training programs are provided for staff using social media platforms	2.88	0.84	2.92	0.77	2.90	High Extent
4	School fund raising activities are promoted on social media sites	2.44	0.99	2.40	0.98	2.42	Low Extent
5	Social media is used for evaluation of school	2.86	0.85	2.90	0.78	2.88	High Extent
	Grand Mean and Standard Deviation	2.70	0.90	2.72	0.86	2.71	High Extent

Table 1 revealed the responses of the male and female principals to items 1-5 and following the decision rule, items with mean scores above the criterion mean score of 2.50 implies that the items existed to a high extent such as items 1,3 and 5 from the male principals and 1, 3 and 5 from the female principals. Generally, item 5 had the highest mean set score of 2.88 implying that the use of social media for evaluative purpose was the major use of social media. The grand mean score of 2.70 and 2.72 indicated that the male and female principals indicated that there is a high extent of social media utilization for the administration of secondary schools in Anambra State and this aligns with the average mean set score of 2.71 which also indicated a high extent of usage.

Research Question Two: What is principals' perception on the ways social media is misused in secondary schools in Anambra State?

Table 2: Mean and standard deviation scores on principals' perception on the ways social media is misused in secondary schools in Anambra State

S/No	Items	Male Principals n=79		Female Principals n=69		Mean Set	
		Mean $\bar{X}_1$	SD	Mean $\bar{X}_2$	SD	X $\bar{X}$	Decision
6	Social media are often used for entertainment rather than school related activities	2.94	0.81	2.89	0.79	2.92	Agreed
7	Social media sites provide a platform for illicit relationships in the school	2.92	0.82	2.85	0.81	2.89	Agreed
8	Fake information are often circulated across social media platforms	2.87	0.84	2.80	0.83	2.84	Agreed
9	Social media is used to leak confidential information about the school to third parties	2.92	0.82	2.87	0.79	2.90	Agreed
10	Some school personnel use social media to engage in cyber bullying	2.45	0.99	2.42	0.97	2.44	Disagreed
Grand Mean and Standard Deviation		2.82	0.86	2.77	0.84	2.79	Agreed

Table 2 showed that the male principals responded to items 6, 7, 8, 9 and 10 with mean values of 2.94, 2.92, 2.87, 2.92 and 2.45 while the female principals responded to the same set of items with mean scores of 2.89, 2.85, 2.80, 2.87 and 2.42. Only item 10 had a mean score lesser than 2.50 from the male and female principals and indicated that they disagreed that the use of cyber bullying existed in the schools and affected service delivery in the schools. The grand mean score of 2.82 and 2.77 from the male and female principals aligned with the average mean set score of 2.79 to suggest that the respondents averagely agreed on the items listed as the ways social media is misused in secondary schools in Anambra State.

Research Question Three: What is principals' perception on the consequences of social media misuse on service delivery in secondary schools in Anambra State?

Table 3: Mean and standard deviation scores on principals perception on the consequences of social media misuse on service delivery in secondary schools in Anambra State

S/No	Items	Male Principals n=79		Female Principals n=69		Mean Set	
		Mean $\bar{X}_1$	SD	Mean $\bar{X}_2$	SD	X $\bar{X}$	Decision
11	The school is made to develop a bad image in the society	2.82	0.86	2.87	0.79	2.85	Agreed
12	The integrity of information from the school can be compromised as due to social media misuse	2.84	0.85	2.89	0.78	2.87	Agreed
13	Scarce educational resources are wasted as a result of misuse of social media sites	2.96	0.80	2.79	0.84	2.88	Agreed
14	Decision making time is prolonged when social media sites are misused in the school	2.94	0.81	2.76	0.85	2.85	Agreed
15	Social media abuse leads to conflict of interests in the school	2.98	0.79	2.89	0.78	2.94	Agreed
	Grand Mean and Standard Deviation	2.91	0.82	2.84	0.81	2.87	Agreed

Table 3 revealed the responses of the male and female principals to items 11, 12, 13, 14 and 15 and all the responses from both the male the female principals had scores that were above the criterion mean score of 2.50 used for decision making and implied that all the items were agreed. The grand mean score of 2.91 and 2.84 from the male and female principals agreed with the average mean set score of 2.87 to indicate that the respondents averagely agreed on the items listed as the consequences of social media misuse on service delivery in secondary schools in Anambra State.

Research Question Four: What are the principals' strategies for curbing social media misuse for effective service delivery in secondary schools in Anambra State?

Table 4: Mean and standard deviation scores on principals' strategies for curbing social media misuse for effective service delivery in secondary schools in Anambra State

S/No	Items	Male Principals n=79		Female Principals n=69		Mean Set	
		Mean $\bar{X}_1$	SD	Mean $\bar{X}_2$	SD	X $\bar{X}$	Decision
16	It is important for schools to customize their own social media platforms	2.99	0.78	2.91	0.77	2.95	Agreed
17	Social media use policy should be developed in schools	2.95	0.81	2.93	0.76	2.94	Agreed
18	Abuse of social media sites should be made a punishable offence	2.96	0.81	2.95	0.75	2.96	Agreed
19	Adequate training should be provided for school personnel on safe social media usage	2.82	0.86	3.01	0.72	2.92	Agreed
20	Counselling service should be provided for victims of social media abuse	2.79	0.87	2.99	0.73	2.89	Agreed
Grand Mean and Standard Deviation		2.90	0.83	2.96	0.75	2.93	Agreed

Table 4 showed that all of items 16-20 from the male and female principals were agreed since the mean scores were above the criterion mean score used for decision making. Item 18 had the highest mean set score of 2.96 indicating that the punishment of social media abusers is an essential strategy for controlling social media misuse. The grand mean score of 2.90 and 2.96 from the male and female principals as well as 2.96 from the average mean set score all showed that the respondents averagely agreed to the items listed as the strategies for curbing social media misuse for effective service delivery in secondary schools in Anambra State.

Test of Hypotheses

Hypothesis One: There is no significant difference between the opinion of male and female principals on the extent of principals' social media utilization for the administration of secondary schools in Anambra State

Table 5: Summary of z-test analysis on the difference in the mean opinion score of male and female principals on the extent of principals' social media utilization for the administration of secondary schools in Anambra State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Principals	79	2.70	0.90	146	0.14	1.96	0.05	Accepted
Female Principals	69	2.72	0.86					

Table 5 showed that at a significance level of 0.05 and degree of freedom of 146, the value of z-crit. was 1.96 and this value was more than the value of z-cal. of 0.14 and as such the null hypothesis was accepted indicating that there was no significant difference between the opinion of male and female principals on the extent of social media utilization for the administration of secondary schools in Anambra State.

Hypothesis Two: There is no significant difference between the opinion of male and female principals on principals' perception on the ways social media is misused in secondary schools in Anambra State

Table 6: Summary of z-test analysis on the difference in the mean opinion score of male and female principals on principals' perception on the ways social media is misused in secondary schools in Anambra State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Principals	79	2.82	0.86	146	0.36	1.96	0.05	Accepted
Female Principals	69	2.77	0.84					

Table 6 indicated that at a significance level of 0.05 and degree of freedom of 146, the value of z-crit. was 1.96 and this value was more than the value of z-cal. of 0.36 and as such the null hypothesis was accepted showing that there was no significant difference between the opinion of male and female principals on the ways social media is misused in secondary schools in Anambra State.

Hypothesis Three: There is no significant difference between the opinion of male and female principals on principals' perception on the consequences of social media misuse on service delivery in secondary schools in Anambra State

Table 7: Summary of z-test analysis on the difference in the mean opinion score of male and female principals on principals' perception on the consequences of social media misuse on service delivery in secondary schools in Anambra State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Principals	79	2.91	0.82	146	0.52	1.96	0.05	Accepted
Female Principals	69	2.84	0.81					

Table 7 revealed that at a significance level of 0.05 and degree of freedom of 146, the value of z-crit. was 1.96 and this value was more than the value of z-cal. of 0.52 and as such the null hypothesis was accepted meaning that there was no significant difference between the opinion of male and female principals on the consequences of social media misuse on service delivery in secondary schools in Anambra State.

Hypothesis Four: There is no significant difference between the opinion of male and female principals on principals' strategies for curbing social media misuse for effective service delivery in secondary schools in Anambra State

Table 8: Summary of z-test analysis on the difference in the mean opinion score of male and female principals on principals' strategies for curbing social media misuse for effective service delivery in secondary schools in Anambra State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Principals	79	2.90	0.83	146	0.46	1.96	0.05	Accepted
Female Principals	69	2.96	0.75					

Table 8 establish that at a significance level of 0.05 and degree of freedom of 146, the value of z-crit. was 1.96 and this value was more than the value of z-cal. of 0.14 and as such the null hypothesis was accepted showing that there was no significant difference between the opinion of male and female principals on the strategies for curbing social media misuse for effective service delivery in secondary schools in Anambra State.

Discussion of Findings

The data collected and analyzed from the respondents showed that the male and female principals indicated that there was a high extent of social media utilization for the administration of secondary schools in Anambra State and that there was no significant difference between the opinion of male and female principals on the extent of social media utilization for the administration of secondary schools in Anambra State. The result of the study established that the male and female principals agreed that social media is used for communication purpose to a high extent in the school but for record purpose to a low extent. This align with the study by Onyali, Asiegbu and Nnebedum (2018) which also showed a high extent of social media use for communication purpose in the study area. This may be due to the fact that some of these social media sites do not have large storage system for the preservation of large data but can only be used for temporary date storage especially for low density records. In the same manner, it was indicated that this platform is used to a high extent for training activities but to a low extent for fund raising activities and this was alluded to by both the male and female principals. The study showed that the principals indicated that the use of social media for evaluative purposes was the major area of utilization of social media and this implies that this platform is helpful to the schools for assessment purposes.

It was established in the study that the principals agreed on the items listed as the ways social media is misused in secondary schools in Anambra State and that there was no significant difference between the opinion of male and female principals on the ways social media is misused in secondary schools in Anambra State. The respondents agreed that the areas of misuse of social media in the school was that the platform was used for entertainment purpose which is outside one of the educational purposes of social media integration in schools. This finding agree with that of Alkaabi, Albion and Redmond (2017) which revealed that most social media users use the platform for watching moves, pictures and other entertaining activities. The respondents also indicated that the platform can be used for illicit relationships which could play out as illicit relationship between staff or students and this affects the school in several ways. The respondents also agreed that social media can be misused for the dissemination of fake information which is one of the areas of misuse of social media globally among formal organizations. The male and female principals also agreed that social media misuse includes the use of the platform to leak confidential information about the school but they disagreed that the platform is being used for cyberbullying despite the fact that this exists in some other schools around the world.

The study showed that the male and female principals agreed on the average with the items listed as the consequences of social media misuse on service delivery in secondary schools in Anambra State. It was also shown that there was no significant difference between the opinion of male and female principals on the consequences of social media misuse on service delivery in secondary schools in Anambra State. The principals agreed from their responses that part of the consequences of social media misuse in the school is that it can give the school bad image in the public space. They also agreed that the integrity of information circulated in the school can be compromised as a result of misuse of social media in the school system. The principals also agreed that the misuse of social media can affect decision making quality and time negatively and this has the capacity to affect several aspects of school administration. The respondents also showed from their responses that they believe that the misuse of social media can lead to wastage of educational resources as well as conflict of interest and this can go a long way to affect service delivery and school administration in these schools. This aligns with the result of the study by Ngonidzashe (2013) which established that if social media is not properly managed in schools, it can lead to time wastage. This has negative consequence on general school administration at any level of education.

The responses from the male and female principals showed that they agreed to the items listed as the strategies for curbing social media misuse for effective service delivery in secondary schools in Anambra State and that there was no significant difference between the opinion of male and female principals on the strategies for curbing social media misuse for effective service delivery in secondary schools in Anambra State. The principals agreed that social media can be better managed if the schools build their own social media platforms as well as put in place social media policies that will regulate its usage. This study agrees with that of Nyongesa et al., (2019) which showed that proper discipline is one of the ways for safe use of social media in schools. The principals also agreed that those who abuse social media usage in the school should be punished and this is in addition to providing training on safe usage as well as counselling victims of social media misuse as they believe that this will promote better service delivery in the schools.

Conclusion

The study concluded that the male and female principals did not differ in their opinion of what constitutes social mismanagement and how it can be curbed in the schools. The principals agreed that social media misuse in the school can have consequences on service delivery in the schools if left unchecked. This means that adequate measures need to be put in place to check the misapplication of social media so that the schools can be able to provide quality educational services that will meet intended goals and objectives.

Recommendations

The following recommendations were made based on the findings of the study:

1. The government in collaboration with school administrators need to put policies in place to control the use of social media in the schools for effective service delivery.
2. Adequate training needs to be provided for all educational stakeholders on how to engage in safe and meaningful use of social media for different educational activities.
3. Counselling units should be established in all the schools and provided with relevant resources that will make them functional for providing rehabilitative services to victims of social media and those who are suffering from addiction and other social and psychological effects in the schools.

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