

## **SCHOOL PRINCIPALS' VIEWS REGARDING THE USE OF SOCIAL MEDIA IN SCHOOL MANAGEMENT: A PHENOMENOLOGICAL RESEARCH**

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### **Abstract**

*The aim of this study is to reveal the opinions of school principals about the use of social media as a management tool in the implementation of school management processes. The study was conducted within the scope of qualitative research method, using phenomenology design. Semi-structured interview form was used as data collection tool. Fifteen senior school principals working at primary, secondary and high school levels participated in the study. The data obtained in the study were analyzed using the content analysis method, and the opinions of the participants were interpreted into codes and categories. It has been determined that all of the participating school principals are at least one social network user and they use social media effectively for at least one hour a day as communication. Social media usage areas; It takes place more effectively in management processes compared to education and training processes. Among the benefits of social media in school administration; Participation of the school community to the decision, cooperation with the environment and contribution to promotion, effective communication and coordination, and rapid feedback are issues that are highly agreed. Negative aspects of social media; It has been determined as causing digital addiction in all respects, difficulty in controlling unqualified content, disrupting the learning climate and preparing the ground for conflicts among school stakeholders. As a result of the research, legal regulations are needed on the use of social media in school management, and the communication process, one of the management processes,*

*gains importance compared to other processes. In this respect, institutional practices should be given enough place in school management, especially the education and training function of the school.*

**Keywords:** *Social media, social networks, communication, school management, school principal*

## **Introduction**

Communication is a process that has existed since the beginning of human history. Its effect on human life has been examined countless times and hundreds of definitions have been made in this area. Barnlund (1968) communication; Theodorson and Theodorson (1969) defines communication as "a creative act initiated by a human being, trying to distinguish and organize warnings in a way that will guide him around and meet his changing needs", while Theodorson and Theodorson (1969) define communication as "the transmission of information, ideas, attitudes or emotions from one person or group to another through symbols. (Özdemir, 2017: 79). When the entire definition of communication is examined, it is possible to say that the content of the definition is shaped according to the line of thought of the person making the definition. In response to the communication demand, technological developments progress rapidly (Kabadayı, 2006); since the beginning of the 21st century, social media platforms have been seen to provide many benefits to people of all ages and segments (Greenhow & Robelia, 2009; Tucker, 2014). With the decrease in unit costs of mobile devices and internet technologies, especially in developed countries, it increases the budget allocated for research and development studies in this field and the interest in these studies (Özdemir, 2017; 79). Edmodo, Facebook, Twitter, Pinterest, Watshap and Instagram have taken a whole new meaning for the 21st century managing and learning experience. These tools form the basis of a rapidly rising phenomenon known as social media, defined as electronic communication forms (social networking and microblogging websites) where users create online communities to share information, ideas, personal messages and other content (Boyd & Ellison, 2007) . However, it can be said that the use of social media to improve 21st century skills is still a challenging process, although it has not yet reached its full potential. As a result of this challenge; The concept of big data was used for the first time in the 8th IEEE Conference on Visualization (Proceedings of the 8th Conference on Visualization) organized by Michael Cox and David Ellsworth in 1997, in the article "Application Controlled Demand Paging for Out-of-core Visualization". In the same

study, it was mentioned that the data sets are very large and fill the memory, disks and even external disks of the computer system, and this problem encountered was called the "Big Data Problem" (Cox & Ellsworth, 1997, p.235). Later, Francis X. Diebold, in his work titled "Big Data Dynamic Factor Models for Macroeconomic Measurement and Forecasting," said that big data is a "phenomenon" that has to be faced and benefited from in many fields of science, including physics, biology and social sciences. (Diebold, 2013: 115). From this point of view, data is called "the raw material of our age". This fact is naturally known from the very beginning by giant informatics companies such as Google, Amazon, Twitter and Facebook, and even this issue lies at the basis of the founding philosophy of these companies (Ege, 2013: 23-24). Big data is a new concept that defines heterogeneous data in different volumes that cannot be processed using traditional database techniques and consists of various digital contents (Gahi et al., 2016,: 953). The use of social media to improve 21st century skills has not yet reached its full potential and remains a difficult goal. All administrators accept that the application of social media as teaching tools is a complex process (Kasey and Marybeth, 2016: 134). With the rapid use of smart mobile phones and tablet computers, access to social networks has increased. In this way, the limitations in the learning environment have been reduced. Rapidly spreading digital products have allowed updating, content creation and incorporating the learning and teaching process into every stage of life (Aspden & Thorpe, 2009). In light of developments, social networking systems and the use of media in educational settings are the main reasons why social media has the potential to improve learning and meet pedagogical needs thanks to its array of media features and functionality, and many teachers and students already use social media in their personal and professional lives (Joosten , 2012: 3). Social networks play an active and effective role in the process of making economic, political, social and educational decisions regarding global events (Zaidieh, 2012). Social networks emerge as a component that complements individuals socially in the direction of society (Özmen et al., 2011). Within the framework of teachers' views and studies in the literature, it is seen that teachers use social networks as a support material for education, but do not actively use it for teaching purposes. This situation reveals the necessity of studies for the integration of social networks with education (Tonbuloğlu and İşman, 2014: 333). Menteşe (2013) concludes that school principals use social media, that it is now indispensable for life, that administrators can be used for administrative and instructional purposes in-

stead of wasting time on social media, and that it will increase the effectiveness of management and school. Administrators and teachers use social network structures for different purposes; In general, it is stated that it can be used to share materials effectively, to follow current events, news, people or groups, to participate in discussion environments, to support collaborative learning, research, discussion skills, inquiry, critical thinking and problem solving skills (Tiryakioğlu and Erzurum, 2011). While social network systems continue to expand and gain acceptance as a learning resource for administrators and teachers, it should not be overlooked that it will bring new problems with it. Yaylak (2018), He stated that most of the Social Studies teachers, students and teachers use social media, it is an indispensable part of life now, students can be used for educational purposes instead of wasting time on social media and it will increase the effectiveness of education. This is why it is important for both educators and planners to recognize social media opportunities and use them to support and enrich education. In addition to this, it is important to collect, analyze and share data on teaching environments where social media is used with different research designs in terms of developing applications. Sarsar et al. (2015), in their research on social media in the learning and teaching process; Social networks, learning environment, affective characteristics, learner contribution and instructor characteristics emerged as the main themes, and it was emphasized that a wider understanding and understanding of how social media can be adapted from the design of curriculum to management processes and reflected in practice. It is important that the school principal, who is the leader of the teaching and learning process at school, uses the instructional leader role.

### **Social media**

As a term, social media represents the whole of tools, services and applications that enable users to interact using network technologies (Boyd, 2008, p.86). Media is seen as one of the most influential stakeholders that play a role in shaping the concepts of economy, politics, culture and power when considered within the elements that affect the society based on the knowledge economy we live in. For this reason, it is described as a tool that should be followed closely by institutions as well as individuals. In the information age we are in, on the other hand; social media has become a bridge that connects business and communication. For this reason, many social media definitions have been made and are being made. The direction of communication directed towards large masses reveals the fact that a large, inhomogeneous segment can be reached simultane-

ously by using technological means (Erdoğan, 2011; 65; Oskay, 1997; 15; Geray, 2003; 17). The Merriam-Webster dictionary covers social media; Defining it as “online communities created by users via electronic communication tools to share other content such as interests, thoughts, personal messages and videos”; Dijk (2016) suggests that social media connects both individual and social worlds, and offers a combination of interpersonal and mass communication. Another dimension of social media is the public relations dimension. According to this approach, it is seen that two main purposes are mentioned; these are recognition and introduction. Due to its interactive nature, social media now takes an active role in both recognition and promotion stages. Taşkıran, (2016: 368); social media has handled corporate perception management in two different dimensions. Communicative dimensions are considered as social media communication under the control of the institution and social media communication that is not under the control of the institution. In the social media communication that is not under the control of the institution, the entries on the sites created by user-sourced content such as forums and blogs can be shown as examples. Social media seems to blur the line between individual and professional communication and relationships. It is known that the use of social media has many positive aspects for organizations. These; It can be shown as increasing cooperation within the organization, keeping employees informed about sectoral developments quickly, facilitating communication between employees and managers, creating brand awareness within the organization, enabling two-way interaction with the organization in case of a possible problem, and providing brand experience, as well as Edosomwan et al. as cited in Özdemir (2017); As a result of the study conducted by, it has been suggested that social media is the most appropriate tool for some situations. It encourages communication between employees and managers, facilitates information and experience sharing, content sharing, strengthens the sense of belonging of groups, provides fast and real feedback, develops a flexible and transparent democratic management approach, increases the quality of informal communication for the organization, contributes to employee motivation. In Özmen, et al. (2011) 's research on the functionality of social network sites in educational environments; Based on the results obtained, it includes the following suggestions; It is recommended to provide technical infrastructure in educational environments, to support administrators in this direction, to use social networks in professional development, to use large participatory social networks and online course systems at school, and to conduct comprehensive

research for the use of social networks in management and education environments. Ekici and Kiyici (2012); The research on the use of social networks in the context of education shows the view that social network-based learning supports learning, Mentese (2013); as a result of his research titled the opinions of school administrators and teachers on the use of social media media and tools in education; teachers and administrators in particular, support them with the result that they should have more digital skills, and social network users announce their ideas to other beneficiaries more easily and quickly (Philip and Nicholls, 2009: 52). As an opportunity, this situation requires the school administrator to be informed about all the events and changes that occur in the school at all times, and should be able to use it to transfer the type of information that we call implicit knowledge, which cannot be transferred by the information transfer system of the bureaucratic system. Access to implicit knowledge is especially important for school development. Because it is claimed by Strathdee (2007) that the ideas and innovative ideas that teachers have in order to improve the school cannot come to life within the bureaucratic system, therefore, giving individuals the opportunity to personalize their own profile areas with social networks, individuals can use different types of content in social networking environments with individuals or groups with various tools. It can be said that they can share, participate in the communities or networks they want in line with their interests and exchange and discuss information, and it can be said that a personal learning is provided by completely transferring the control of learning to the individual (Öztürk & Talas, 2015: 118). Creating a school learning cycle and using social media in adapting access to information opportunities to the school can be counted among the responsibilities of the school principal.

### **School Management**

The school administrator must be a change agent as well as teaching leadership in the school, personnel services, student services, budget services, management of general services, regulation of school-environment relations. The school principal's view of innovation and leadership in this area also affects other employees (Özdemir et al. 2014: 6). The efficiency of schools depends on their good management. This happens when school administrators use human and financial resources in coordination (Ada and Baysal, 2010: 1). Problems in management should be solved through science, not by trial and error (Bursalioglu, 1987). Human beings can render the most ideal system inoperable, as well as produce qualified products in a system containing the most unfa-

avorable conditions (Celep, 2000). In this context, education management is a special field of public administration. School management is the application of educational management to a more limited area (Taymaz, 2000). School administrator can be defined as the person who organizes the employees and directs, coordinates and supervises the works that give orders in order to achieve the goals in a school (Gürsel, 1997). Fayol grouped the school management processes as planning, organizing, commanding, coordination and control (Bursalıoğlu 1974: 18), Luter Gulick and Lyndall Urwick passed Fayol in their work published in 1937, and they were able to plan management processes, staffing, directing, coordinating, reporting and They gathered it in the POSDCORB formula, which includes budgeting actions (Bursalıoğlu 1974: 21). Gregg grouped management processes into seven groups: decision-making, planning, organizing, communicating, influencing, coordinating, and evaluating (Campbell and Gregg 1957: 271-274). All management processes, when considered from a broad perspective, are in a state of technique and tool (Kalkandelen 1986: 84). Çelik (2012), the roles of the school principal as a communicator; To establish two-way communication as an instructional leader, to have concise and clear speaking and writing skills, to solve conflict management strategies through communication, to solve problems, to affect the direction of action of the group, to provide a strong interaction between the school community, and finally the strengths and weaknesses of the group members. Explain as evaluation. Communication quality is important in improving the school culture of administrators in the education and training environment, increasing the quality of education and increasing the interaction of the school community (Dağ, 2014,211). School principals' ability to communicate well with the elements inside and outside the system through their high communication skills will affect the organization's (school) achievement of its goals (Çınar, 2010: 4). It is necessary to ensure communication and interaction in the school community with fast and effective methods, as well as to prevent problems caused by administrators and teachers in organizational communication (Yeşilmen, 2016: 19; Güçlü, 2017: 863), to increase business efficiency and to mobilize organizational resources.

The use of social media in the learning and teaching process (Fırat et al. 2015), the use of social network systems in school administration and educational settings, their functions, and teachers 'and administrators' views (Özmen et al.2011; Ekici & Krier, 2014; Menteşe, 2013; Powers & Green, 2016; Çetinkaya, 2019) although there are researches

on; The phenomenon of social media, which increases its influence day by day in the school community, as an area in which all educational institution stakeholders try to control the area of interest on the one hand; It is known to create a priority agenda. It was aimed to reveal the purposes for which social media is used by school principals, what are the positive and negative aspects of social network and media use, its contributions to school management and the reflections of the problems. The following questions regarding this problem have been directed to school principals.

1. What are your opinions about the usage areas of social media in school administration?
2. What are the benefits of using social media tools in school administration?
3. What are your views on the negative effects of social media use on school administration?

## **Method**

### **Research Model**

The research model is a plan developed by the researcher in order to answer the questions of the research or test its hypotheses (Büyüköztürk et al. 2012: 188). In the research; Qualitative, phenomenological research design was used to determine school principals' views on the use of social media for administrative purposes. Phenomenological research; It focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding. The facts appear in the form of events, experiences, perceptions, concepts, orientations and situations in the world (Yıldırım & Şimşek, 2008: 72). A phenomenological study focuses on how people describe what they experience and how they experience what they experience (Patton, 2014: 107). Phenomenological research defines the common meaning of the experiences of a few people regarding a phenomenon or concept (Creswell, 2015: 77). The aim of this research is; It is an in-depth examination of school principals' views on the use of social media for administrative purposes. Ontological point of view, indispensability of school principals using more than one and current strategies in school management; Epistemologically, the research has been handled from codes to categories with an inductive approach; Content analysis was conducted to find the meaning hidden in the data. The data were analyzed regardless of their context and tried to be re-contextualized. As axiology, phenomenology pattern has been carried out with observation and interview technique and the logic of the inevitability of using management practices of school principals within the



framework of the possibilities and opportunities offered by current technology is motivated.

### Research Participants

Participants of the study consist of 15 school principals working in public primary, secondary and high schools within the borders of Manavgat District of Antalya Province in the 2019-2020 academic year. While determining the sample study group, considering the limitations of resources from a recognized area that will contribute to the solution of the research problem in the best way; Criterion sampling method was used to determine principals working in three different school levels, primary, secondary and high schools (Creswell, 2002; Neuman & Robson, 2014; Mallat, 2007; Marshall, 1996; Baltacı, 2018). Having at least 3 years of management seniority in the school he made, using social communication networks effectively and having at least one social media account actively used were taken into consideration.

**Table 1**

*Personal Characteristics of School Principals Participating in the Study*

Num	ASP					USS		Active Use	DMA	Code
	Age	S	Year	G	ST	S Media	SM	FoU		
1	36	4	3	M	PS	F-T-Y	W	D2	İM1	
2	42	9	4	M	PS	F-Y	W	D1	İM2	
3	33	3	4	FM	PS	T-Y	W	D1	İM3	
4	47	11	6	M	PS	I-Y	W	D1	İM4	
5	32	3	5	M	PS	F-I-Y	W	D1	İM5	
6	51	19	5	M	MS	F	W	D3	OM1	
7	45	12	7	M	MS	F-Y	W	D2	OM2	
8	39	7	4	M	MS	F-T-I-Y	W	D2	OM3	
9	44	10	3	FM	MSI	F-T-Y	W	D3	OM4	
10	31	3	3	M	MS	I-Y	W	D1	OM5	
11	43	14	5	M	HS	T-Y	W	D2	LM1	
12	39	5	7	FM	HS	F-T-Y	W	D2	LM2	
13	53	17	4	M	HS	F	W	D1	LM3	
14	38	8	5	M	HS	F-T-I-Y	W	D3	LM4	
15	40	9	6	M	HS	F-I-Y	W	D2	LM5	

\*F:Facebook, W: Whatsapp, T:Twitter, I:Instagram, Y:Youtube, L:Linkhedin, M: Male; FM: Female, PS:Primary School, MS:Middle School, HS:High School, ASP: At school Service Period, USS: Used Social Square, DMA: Daily Minutes,Administration, S: Seniority, G: Gender, ST: School Type, SM: Social Media, FOU: Frequency of Use, D1: Daily 0-60 min, D2: Daily 61-90 min, D3:Daily 91-120 min, D4:121-....more

The research group consists of fifteen principals from different school types. In qualitative research, the saturation point of the data is an issue that researchers agree on in

terms of repeating the opinions of the participants in the research data ((Morse, 2016; Shenton, 2004; Yıldırım & Şimşek, 2011; Baltacı, 2019: 373; Patton, 2014: 107). An interview was held with the school principal, Table 1 shows the characteristics of the participants. The participants were evaluated as senior in professional terms with an average age of 41. 3 Female administrators It is striking that the number of female administrators out of 12 male administrators is low, but one female administrator from each school type included in the sample was included in the study. School principals have an average of 4.7 years of managerial seniority in their schools. While 11 of the school principals use facebook, 6 of them use twitter and instagram, 13 of them use youtube, two school principals with high professional seniority only use facebook, and it is seen that all school principals use whatsapp effectively as a communication network. Although the participants use social media for at least 1 hour a day, it is seen that 6 participants use social media for 61-90 minutes and 3 participants for 91-120 minutes. School principals spend an important period of their managerial duties on social media.

### **Data Collection Tools**

Semi-structured interview form was used. The interview was first conducted with two school principals. The obtained data were presented to the expert opinion, the interview questions were reviewed and the suggestions were taken into consideration. In the phenomenology study, an important tool to obtain in-depth information from the interviewees for data acquisition is the interview, since the easiest way to understand human perceptions is to talk to them, the semi-structured interview form was used as the most common data collection method in this design (Creswell, 2015: 79; Özaslan, 2018: 15; Creswell (2007: 124). Expert opinions were received from 3 faculty members from Necmettin Erbakan University Education Management Department and 1 faculty member from Akdeniz University Faculty of Education, Department of Educational Management, the suggestions were evaluated and the form was finalized. Interview questions: 1. What are your views on social media usage areas in school administration? 2. What are your views on the benefits of using social media tools in school management? 3. What are your views on the negative effects of social media use on school administration? For the internal validity of the study, re-interviews were made with the school principals during the research with long-term interactions, and the results obtained continued in the cycle of revealing some patterns in the form of comparison, interpretation, and conceptualization. As a method variation, observation and interviews were made.

The research was carried out by two researchers, one of which was expert, from beginning to end. The school principals who participated in the study were asked for their opinions regarding the accuracy of the findings summarized at the end of data collection. Direct quotations from the participants were included and the results were tried to be reached by analyzing the content (Yıldırım & Şimşek, 2011). Detailed description to ensure external validity; The data of school principals included in the sample were compared and the factors limiting the sample were explained. The findings have been explained in detail so that they can be tested in other residential areas and on different types of school principals. In order to ensure the internal reliability of the study, the data were presented in detail with a descriptive approach, data collection and analysis processes were carried out with more than one researcher, and a detailed conceptual framework was used in the analysis process. School management processes and data collection and analysis processes were introduced in detail.

### **Data Collection**

All interviews were conducted in January and February 2020 at the schools where school principals work, recorded in writing, and lasted an average of 40-60 minutes. In the research; It is one of the techniques used to collect data in the qualitative field and is referred to as "open ended questions" or "open-ended survey" in the literature. In this method, participants are asked to answer questions as in the interview. These answers are given in writing, not as a voice (Creswell, 2009). In this context, according to Stewart and Cash (1985); It is a mutual and interactive communication process based on the questioning and answering style, made for a predetermined and serious purpose (Yıldırım & Şimşek, 2008: 119). In order to apply the prepared semi-structured form to the participants of the research group, it was carried out by the researcher in the schools of the participants and the school principals between January and February 2020, after obtaining the necessary research permission from the Antalya Provincial Directorate of National Education.

### **Analysis of data**

The data were transformed into written texts on the computer, and the written texts were arranged according to the codes given to the participants and made ready for content analysis. Content analysis; It is a systematically repeatable technique in which the main message to be given in the text is determined impartially and deductions are made by making code-based codes, and some words are summarized in smaller words

(Büyüköztürk, 2012; Creswell, 2015; Yıldırım & Şimşek, 2011). There is no open coding and no filtering on the data. The coding results were coded by the other expert to ensure the coder reliability Miles and Huberman passed through three basic stages, which were designed as organizing or reducing the data, displaying the data, describing and verifying the results (Macdonald and Tipton, 1996; Woffitt, 1996; Cresswell, 2003; Baltacı, 2017: 4). By reaching the relationships and concepts in which the data can be explained, tables containing percentages and frequencies were created when necessary, especially the personal interests of the participants, the categories and codes in the tables were also supported by direct quotations from the opinions of the participants and the findings were interpreted (Şahin, 2018: 343).

## **Findings**

The first question to be answered according to the research problem is: "What are your opinions about the usage areas of social media in school administration?" has been included as. The findings obtained as a result of the content analysis of the answers given by the school principals are given in table 2.

It is seen from the data that social media is used by school principals in a wide range of duties and responsibilities in school management. All and almost all of the participants state that they use education services, which is the main function of the school, and in communication and interaction with teachers, the main actor of this service.

*I believe that the main task of the school is to use social media tools effectively in order to manage the education and training activities we offer to students effectively and quickly without interrupting this process (LM2). Effective communication with our fellow teachers on all kinds of issues is among our sine qua non in effective school management (IM5).*

As a result of Kasey (2016) research on principals' perspectives on social media at schools; in general, it is in line with the results that principals use social media to communicate with stakeholders through an online survey, and their efforts to use social media for educational purposes in the classroom are increasing.

It is seen that social media tools are used in the management processes of the school to a significant extent. It is observed that the participants establish less social media communication with non-governmental organizations and private institutions (33%) com-

pared to other management processes. Communication with student societies also tries to be managed through social media (40%).

**Table 2.** *Administrators' views on the usage areas of social media in school administration*

ManagemArea	Social Media Usage Areas	Participant Code	f	%
Educ. Train. Process	Communicating with teachers	İM1-2-3-4-5, OM1-2-3-4-5, LM2-3-4-5	14	93
	Coordination and execution of education and training	All of the participants	15	100
	Cooperation with other School Principals	İM1-2-3-4, OM1-2-3-4, LM2-3-4-5	12	80
School Management Processes	Execution of administrative affairs	İM1-2-3-4, OM1-2-3-4-5, LM2-3-4	13	87
	Execution of bureaucratic procedures	İM1-3-4-5, OM1-2-4-5, LM1-3-4-5	12	80
	Hierarchical communication with senior management	İM2-3-4, OM3-4-5, LM1-4-5	9	60
	Interaction with non-governmental organizations	İM1, OM2-3-5, LM2-3	6	40
	Managing school-environment relations	İM2-3-4-5, OM1-2-3-4, LM1-2-3-5	13	87
	Contributing to the social image of the school	İM2-3, OM2-4-5, LM4-5	7	47
	Management of parent-teacher relations	İM1-3-4-5, OM1-3-4, LM2-3-4-5	11	73
	Sharing professional experiences	İM1-2-3-4, OM1-2-3-4-5, LM2-3-5	13	87
	Coordination of the administrative affairs of the school	İM1-2-3-4, OM2-3, LM1-2-3-5	10	67
	Communication with student societies	İM3-4, OM2-3-4, LM1,	6	40
	Communicating with private schools and institutions	İM2, OM1-2, LM1-3	5	33
	Coordinating work and operations such as canteen affairs, service affairs, health and security	İM4-5, OM1-2-4, LM1-2-3-5	9	60
	Need for feedback on management services	İM2-3, OM1-2-5, LM1-2-4	8	53
	Effective management of groups such as boards and commissions	İM1-4, OM2-3-4-5, LM2-4	8	53
	The need for effective communication with internal and external stakeholders	İM1-3, OM2-3, LM2-3-5	7	47

*The vast majority of our students communicate through social media and groups, as the school administration, we share whatsapp and facebook to reach our students and parents faster (LM1).*

### **Administrators' views on the benefits of using social media tools in school management**

The answer was sought according to the research problem, "What are the benefits of using social media tools in school administration?" The findings obtained as a result of the content analysis of the answers given by the school principals to the question are given in Table 3.

**Table 3.** *Views Regarding the Benefits of Using Social Media Tools for School Management*

Management Area	Social Media Benefits	Participant Code	f
Educ. Train. Process	Cooperation and communication	İM1-2-4, OM1-2-3-4-5, LM1-2-5	11
	Ensuring education coordination	İM3-4-5, OM1-2-5, LM12-3-4-5	11
	Communicate effectively with teachers and students	İM1-3, OM1-2-5, LM1-2-3-4	9
	Making democratic decisions in the school and classroom environment	İM1-2-3-4-5, OM1-2-3, LM2-3-5	11
	Fast and instant communication	İM1-3-4-5, OM1-2-3-4-5, LM3-4-5	12
	Learning opportunities	İM2-3-4-5, OM1-2-3-4-5, LM1-2-3-4-5	14
	Promotion, organizing school culture	İM1-2-5, OM1-2-3-4-5, LM1-2-3-4-5	13
	Increased motivation towards lessons	İM4-5, OM1-2-3-4, LM1-3-4-5	10
	Parents' participation in the learning process	İM1-4-5, OM1-2-3-4-5, LM1-2-3-4-5	13
	Get quick feedback	İM1, OM1-2-3-4-5, LM1-3-4-5	10
	Group and board instructions to give quick and effective results	İM3-4-5, OM1-2-3-4, LM1-2-3-4-5	12
	Transferring education and training processes to out-of-school time	İM1-2-4-5, OM2-3-4-5, LM1-2-3-4-5	13
	Management Processes	Providing full time management	İM3-5, OM3-4-5, LM3-4-5
Ability to work in coordination with the school community		İM2-3-4, OM1-3-4-5, LM1-2-4	10
Communicate instantly with hierarchical authorities		İM1-2-3-4, OM1-2-3-4-5, LM1-2-3-4-5	14
Economical, low bureaucracy		İM1-2-5, OM1-2-3-4-5, LM1-2-3-5	12
Keeping messages permanently		İM1, OM4-5, LM3-4-5	6
Increased participation in decision processes		All of the participants	15
Provide evidence		İM3-4-5, OM1-2-3-5, LM1-2-4-5	11
Verifiability		İM3-4, OM1-2-3-4-5, LM1-2	9
Increasing cooperation with institutions		All of the participants	15
Strengthening the school culture	İM1-3-4-5, OM1-2-3-4-5, LM1-2-3-4-5	14	

There are 8 codes in the school management category and 14 codes in the education and training category, and it can be said that the schools participating in the study have gained significant experience in this direction and they have used social networking in their institutional processes.

*Social media is now used by all school principals, I am a member of many groups, I follow class groups, I receive instant information from school principal groups, I think that social communication is now reflected in our school culture (İM4)*

In the study, it is stated that the school principals' ability to communicate well with the elements inside and outside the system through their high communication skills will affect the achievement of the goals of the organization (school) (Çınar, 2010: 4). In order to establish a democratic school culture, it is important for the individuals who make up the school to participate in administrative decisions. In this direction, school principals show consensus when the use of social media stimulates the democratic decision-making processes in the school.

*While making decisions beforehand, we correspond, use notice board, wait a certain time to make a decision, and we can make decisions about the school with the use of social media in a short time with high participation and appealing to a wide range of acceptance (LM2).*

*We have students and teachers in our school as a social media phenomenon, we have the opportunity to convey our messages to a wider audience through them, this situation greatly contributes to the promotion of our school (LM4).*

Learning and teaching how to use social media media and tools to create positive effects in different dimensions seems to be a much more constructive and intelligent approach (Erçetin and Mentşe 2012: 104).

*Social media is getting into our educational processes more and more every day. In fact, students' interest in learning with technological content and materials has increased (LM3).*

The sharing of content and material, daily news, events, monitoring people and groups, and providing the opportunity to use them in creating flood environments (Tiryakioğlu & Erzurum, 2011) can be interpreted as supporting the research result. Yaylak (2018); He concluded that most of the social studies teachers, students and teachers use social media, teacher-student communication can be improved, and by increasing the interest of students, they carry learning to a comfortable communication environment for a wide period of time. Ekici and Kiyici (2012); Research on the use of social networks in the educational context; In our country, an application that works on Facebook, which is the social software most used by students between the ages of 18-24, was developed and the effect of social networks on learning was examined. As a result of the study conducted with 102 participants, the result that the experimental group students using the social network-based application were observed to be successful academically compared to the

control group students who received traditional education, is consistent with the opinions of the school principals.

In Anik (2000)'s research, it is stated that mass media, which is an impressive and determining power in itself with its institutional-organizational qualities, can also be directed and used by certain power centers as they wish; Especially in corporate media management, the importance of social media increases day by day due to the rapid spreading feature of it and it becomes a part of reputation management. At this stage, the issue of corporate perception management comes into play and becomes important. Cooperation with institutions, promotion, strengthening of school culture and getting quick feedback can be interpreted as an accurate prediction considering the development course since Anik's (2000) research. Nochumson (2018) in the Faculty of Education of Colombia University; In his doctoral dissertation titled "Investigation of Elementary School Teachers' Uses for Vocational Learning on Twitter"; He explored how primary school teachers using Twitter use it extensively to support their professional learning and development. The research results revealed that teachers use Twitter as a source of motivation and support and provides feedback, encouragement, and peer responsibility. He reported that he had executives who supported his efforts to implement Twitter-based ideas. It can be said that the views of the participants in the education and training process and the results of the research are in harmony.

#### **Administrators' views on the negative effects of social media use on school administration**

The second answer was sought according to the research problem, "What are the views of administrators about the negative effects of using social media tools on school administration?" The question has taken place. The findings obtained as a result of the content analysis of the answers given by the school principals are given in Table 4. It is seen that they have the same opinion in 6 categories towards the emergence of factors that disrupt the school culture due to the negative effects of the use of social media and the emergence of factors that disrupt the school culture. The fact that the use of media in management is not seen as a legal liability indicates the existence of negligence that may arise in this area. Its uncontrollable effect in the education and training process brings the work of teachers, students and parents to the agenda.



**Table 4** *Opinions on the Negative Effects of Social Media Use on School Management*

Management	Social Media Benefits	Participant Code	F
Management Processes	Unnecessary usage rate	İM2-3-4, OM1-2-3, LM1-3-5	9
	Increasing diversity of use	İM1-4-5, OM1-2-5, LM1-3-4-5	10
	Access issues	İM3-4-5, OM1-4-5, LM1-2-4	9
	Legal irresponsibility	İM1-2-3-4, OM1-2-3, LM1-2-3-5	11
	Not being within the scope of official duty	İM5, LM2-3-4-5	5
	Increase in administrative intervention	İM4-5, OM1-2-5, LM1-2-3-5	9
	Damage to public privacy	İM1-2-5, OM2, LM1-2-3-4-5	9
	Inadequate infrastructure	İM1-2-3-4-5, OM2-3-4-5, LM1-2-3-4-5	14
	Unbudgeted additional costs	İM3-4-5, OM2-3-4-5, LM1-3-4-5	11
	Creating digital addiction - Administrative	All of the participants	15
Education and Training Processes	Virtual student discipline problems	İM1-2-3-4-5, OM1-2-3-4-5, LM1-2-4-5	14
	Teacher, student, and parent conflicts	İM1-3-4-5, OM1-2-3-4-5, LM1-2-3-4-5	14
	Having a privacy problem	İM5, OM5, LM1-2-3-4-5	7
	Problems with focus and interest in lessons	İM1-4, OM1-4-5, LM1-2-3	8
	Inadequate communication skills, adaptation	İM5, LM3-4-5	4
	Habit and unnecessary expectation	İM3-4-5, OM1-2-3-4, LM1-2-3-4-5	12
	Use of malicious evidence	All of the participants	15
	Threatens school culture	All of the participants	15
	Disrupting the learning climate	All of the participants	15
	Increasing school accidents	OM1, LM2-3-4-5	5
	Increasing reactions from the school community	All of the participants	15
	Inability to control its effects on education	İM4-5, OM3-4-5, LM1-2-3-4-5	10
	Communication problems between students	OM1-2-3-4-5, LM1-2-3-4-5	10
	Uncontrolled content	All of the participants	15

*Considering the monthly disciplinary situation of the school, I should say that the majority of undesirable behaviors are caused by social network usage and it shows a continuous increase (LM1).*

*Sometimes I don't have time to check the messages from whatsapp groups; I am concerned that I will be held responsible, although one day it is not among my official duties as school principal (OM2).*

Yeşilmen, (2016) and Güçlü, (2017) emphasize effective cooperation and two-way communication in order to prevent communication problems originating from administrators and teachers.

*Teachers experience communication problems with students and their parents in class groups, we need intervention when necessary, this should be managed with a sense of responsibility (OM4).*

It is seen that the participants are in a consensus on the need to prevent negative content on social media.

*In groups and social media posts, I see that many of the content aimed at contributing to education and training are not pedagogically suitable for the student level. We have conflicts on this issue from time to time (İM3).*

## **Conclusion and Suggestions**

According to the results of the research; It has been observed that social media has a great place in the life of the school community in terms of both administrative processes and education and training processes. It can be said that school principals are in search of new management strategies in this regard. School processes are basically discussed under two sub-headings, namely "school management process" and "education and training process". ; Another process is the education and learning process, which is the reason for the existence of the school, so the teaching leadership role, which is a more important task, stands out in addition to the business management of school principals (Şişman, 2019: 219). Gürsel (1997), one of the management processes, concludes that the communication process increases the importance of school principals in management strategies day by day and increases its scope in terms of the internal and external environment of the school.

At the beginning of many factors that hinder the communication process; physical and technological factors can be said, some of them are psycho-social characteristics (Acar, 2012; 30). Among the negative reflections of social media; Inadequate infrastructure, inadequate communication skills, communication-based student-teacher-parent conflicts, and the result that undisciplined behaviors of students are caused by social media communication barriers.

It has been determined that all school principals use the WhatsApp application to communicate with other administrators and teachers. Findings of this study show that principals have benefits such as time and place limitations in communication, being fast and safe, being useful in sharing school resources and materials, being easy to manage and effective in moving school culture outside of school, which are similar to other studies (Çetinkaya, 2019: 1). In addition, the effective use of hierarchical communication processes contributes to the elimination of the risk of delay and negligence in the administrative works of the school. Considering the positive and negative aspects of the use of

social media in school administration, it is deemed necessary to implement legal regulations in order for the use of social media to make positive contributions to the achievement of the goals of the school in administrative and educational terms. Regulations in management processes; The scope of the networks that can be used in social media, user profile, account security, data security, the formal responsibility of the communication process, the authorized unit to carry out the content control, the definition of non-disciplinary situations related to the content in the disciplinary regulations of the institutions, the environmental interaction standards of the school and social media law. In education and training processes; Determining the scope and content of social networks that can be used, social media agreements, preventive sanctions for communication and content-based conflicts, data security of teachers, students and other personnel, and combating misleading news and perception management. Presidential Communication Presidency of the Republic of Turkey "Social Media User's Guide" (HCI, 2018) can be handled in a special framework for educational institutions. Periodic trainings on social media literacy and addiction can be given in order to reduce the negative effects of social media in the education and training process. Kıran (2020: 245), referring to the importance of formal education in this direction; It emphasizes that education should start from early childhood without being limited to a certain period, and this result can be interpreted as supported by the views of the school administrators. The main role of the school, education and training activities are provided in a positive school culture and climate, in this direction, the negative effects of social media should be minimized, Yıldırım et al. (2018: 142) findings of the unconscious use of the internet and social media tools in educational terms are among the factors that threaten school safety. School principals are similar to the negative aspects of social media use in their views. While the content used in school management and education processes provides positive advantages (Chiang et al., 2017), on the other hand, it can be concluded that school principals' expectations are discussed and subjected to filtering processes. Based on qualitative research results; With a quantitative and mixed design, perceptions and attitudes on the use of social media among school administrators with wider participation can be examined, and a comprehensive scale can be developed to be used in quantitative research in this direction. As a result, school principals are of the opinion that they use social media and communication networks in almost all school management processes, and that social media has more positive aspects compared to its negative aspects.

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