

**UTILIZATION OF SOCIAL MEDIA IN THE ADMINISTRATION OF SCHOOL-
COMMUNITY RELATIONS AND FINANCES IN SECONDARY SCHOOLS IN DELTA
STATE OF NIGERIA**

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Abstract

The study examined the utilization of the social media in the administration of school-community relations and finances in secondary schools in Delta State. Two research questions and two hypotheses were used in the study. The design used was the analytic descriptive survey, with a population of 447 public secondary schools and a corresponding 447 principals in Delta State. 358 respondents were selected as sample, using proportionate stratified random sampling technique. A 22-item instrument titled 'Social Media Utilization in School-Community Relations and Finances Administration Scale (SMUS-CRFAS) on a modified 4-point Likert Scale was designed by the researchers and validated by experts, with a reliability index of 0.72. Mean and standard deviation were used in testing the hypotheses while z-test statistics was used in testing the hypotheses at 0.05 level of significance. The results of the study show that to a very high extent, the social media are utilized in the administration of school-community relations and finances in secondary schools in Delta State. The study also established no significant differences between the mean ratings of male and female principals and less experienced and experienced principals on the extent the social media are utilized in the administration of school-community relations and school finances in secondary schools in Rivers State. It was therefore concluded that the social media enjoy wider usage in the administration of school-community relations and finances, but with variations bothering on gender and administrative experience gap. Consequently, it is recommended that stakeholders in school-community relations and finance administration showed to continue to utilize the social media in performing these functions, apart from using other measures to support in areas where social media services may not be available and also ensuring that appropriate security are planted in the applications, to avoid hacking in to them and ensuring that such services get to all schools, as some principals have administrative experience differences.

Keywords: Utilization, Social Media, Administration, School-Community Relations, Finance.

Introduction

Based on the exigencies of contemporary times, the management of educational concerns, particularly schools, have shifted from the professional monopolistic control of trained educational administrators to the robust involvements of other internal and external stakeholders in school affairs. This has become the case, because, schools need assistance, from external stakeholders, to succeed, in the face of the current economic

trends. Also, there have been an awareness, in the need to participate, in school administration and increase in citizens participation and calls for openness and transparency in handling school finances. Based on these, internal school leaders, make efforts, to get every stakeholder, to be involved in school administration, especially, in the administration of school community relations and that of school finances. In order to achieve this, they make use of the social media. The social media refer to forms of electronic communication, among them, websites for social networking and micro-blogging, through which users create online communities to share information, ideas, personal messages and other contents such as videos (Meriam-Webster, 2017). Proceeding presentations will centre on the use of the social media in the administration of school community relations and finances.

Social Media in the Administration of School-Community Relation

Another very important component of educational administration, especially at the three levels of education namely primary, post primary and tertiary is the issue of the administration of school-community relations. School-community relations also go by many other names as there are many scholars. In the presentations by Uche and Afangideh (2008) and Afangideh and Nwideduh (2010), this aspect of school administration is referred to as school-community interactions, whereas some prefer to make use of school community involvements.

In conceptual terms and in most educational literature, school community relations is what is in common usage. This will constitute and guide the presentations under the administration of school-community relations. According to Ogbonna (2003), school-community relations, may be considered to be a two way interdependent process between the society and its instrument - the public institution. Okwori and Ede (2012), in corroboration, furthers that, it is the process, by which, the school and community, enter into mutual cooperation and team up, to carry out some reciprocal services to each other. Ogbonna's and Okwori and Ede's perception of school-community relations tends to show that schools and communities are in continuous, perpetual and symbiotic interactions, that should not be broken, if the school must achieve its objectives for society. The relationship between the school and society, is considered very important, in the life of the school and the community, because the two entities share so many things in common apart from allowing themselves the use of their man-made and God provided resources.

Notable scholars of school administration among them Nnabuo (2004) and Okwori and Ede (2012), are in support of the fact that while schools cultivate the culture of society, propagates its skills, teach its knowledge, and presents itself as the demonstration instrument for the benefits of the society, the society, on its part, assists in general school administration, in the areas of finance administration, personnel administration, decision making, communication and management of school facilities, among others.

Based on the importance and place of school-community relations in school administration, Anwuka (1992) advises that school administrators at whatever level of education, should establish, nurture and maintain sound relationships with the immediate communities and for Nnabuo (2006) with people in the community power structure. In line with the thesis of the present academic contribution, school administrators can use a variety of ways in establishing, nurturing and maintaining relationships between their schools and the community and with other external stakeholders. Scholars and researchers among them Roy (2013) and Java et al (2017) see one way of doing these as the use of the social media. For Roy, the social media helps in leading generation which connects with customers, useful in online reputation management, online sales and creating opportunities for social interactions. Reasons the scholar assembles for these feats are because the social media helps in maintaining relationships with people, make it easy to reach out to people, make it easy in scheduling meetings and work very effectively in causal conversation.

In another contribution, Java et al note that, the use of the social media, aid interactions among school members and create relationship between individuals in school organizations. Little wonder, Edutopeolia (2014), notes that, the social media, is mobile friendly, easy to update and have the capability of

linking other social media to websites, as they are capable of displaying school culture and promoting school activities. In using the social media, the school administrators and other designated school officials can make use of the social media to relate with the community and other external stakeholders.

This review is therefore presented with the view to ascertaining the extent to which school administrators use the social in their relationship with their communities.

Social Media in School Financial Administration

A very important aspect of school administration is the management of educational finances. Notable scholars among them Ebong and Afangideh (2009), and Maduagwu (2006) see educational finance as the life wire of education. For these scholars, and researchers, money answers practically everything. A possible explanation, may be in the fact that, with enough money, all the other resources, needed to manage schools can be attracted. This position may be true on one hand and may be unattainable on the other hand. A further explanation stems from the fact that much more can only provide adequate or needed resource, but cannot provide effective administration of resources and explains why there is need for the administration of educational finance in schools.

According to Ogbonnaya (2012), “educational finance is concerned with the income and expenditure of authorities of educational institutions and with the adjustment of one (income) to the other (expenditure)” (p.1). Based on Ogbonnaya’s position, it may not be an understatement to comment that, educational finance refers to monies and other financial resources available in educational institutions, to be used by designated education officials, in running schools. As the Federal Ministry of Education and Youth Development (1993) notes, finances are needed for the implementation of school policies and programmes, enabling activities such as tours and excursions to take place, involve pupils or students in co-curricular activities, as music and sports and develop schools as educational establishments.

Apart from the fact that academic sources of information can hardly present every information needed for the conduct of empirical studies or to open and sustain an argument in a theoretical or scholarly presentation, it is pertinent to note here that, money is very important in the implementation of educational programmes in schools. This, therefore makes it imperative that such resource (finances) accruable to schools, should be properly harnessed to achieve desired educational goals. Scholars and researchers in educational management, among them Obasi (2004) and Ebong (2004), place so much premium, on the management of educational finances. As Ebong (2004) notes, financial management approximates an operational activity for obtaining and effectively utilizing the funds, necessary for efficient courses of action. It is further considered as the pivot on which large scale units increase and diversify production, accelerate mergers broaden innovation and information processing technique and is aimed at making adequate cash ready to meet required current and capital expenditures for maximum profit.

To be able to achieve the foregoing, educational administrators or designated officials go into financial forecasting, acquisition of funds and assistance in decision making on valuation but also embrace business and social activities. In practical terms, Abokwara (2017) and (2015) succinctly list the steps in educational finance management to include procurement, need assessment, procurement of funds, budgeting, allocation, utilization, accountability and auditing. Before Information and Communication Technology (ICT) made in-roads into school administration, with its attendant dimensions, one of which is the social media, administrators hitherto used available official and bureaucratic channels to manage school finances, but with the emergence of the social media, they (school administrators) must perform these same functions with ease. Following from the preceding presentation, further reviews will be on the ways the social media can be utilized in school financial administration.

School finance management involves declaration of need, or what is technically referred to as financial forecasting, acquisition of funds, procurement of funds, budgeting, allocation, utilization, accountability and auditing. In doing these, school administrators, traditionally, make use of interactions which they handle, using verbal, non verbal means of communication and the use of written records and documentation and deliberate recording.

Today, with the advent of Information and Communication Technology, the school administrator is expected to use other means in doing this. As responses to this, the social media present itself. The proceeding section of this review is dedicated to this. According to Safsms.com (2017), administrators can use the social media in publishing fund raising goals, use them to send requests for assistance, mobilize funds, use same to assess need and use same to allocate and use resources. Differently, Sakatchewan (2016) reports that the social media can be used in creating charts of accounts, presenting final budget, financial reporting, reporting financial policies, giving school division financial details, apart from disseminating Ministry guidelines on the use of funds. Oluwuo (Personal Communication, July 10 2017) corroborates the entry from Sakatchewan (2016). A possible explanation for Oluwuo's corroboration may be in the fact that with the social media, the school financial administration does not need to dispense with records or information to stakeholders in school financial management. Though, this cannot be ascertained because of their sources being purely theoretical and scholarly, the findings of the study will confirm or debunk the extent to which it is used in school administration.

Statement of Problem

In nearly all areas of human endeavour, there appears to be what should typically be referred to as 'new orders'. These new orders have come from globalization, which gave birth to Information and Communication Technology (ICT). Information and Communication Technological, themselves are the products of advances in the fields of science and technology. Because of them, series of scientific and technological breakthroughs, have come into existence and even assume pre-eminence, in the lives of individuals, groups, organizations (local and international and governmental and non governmental) and nation. Some of these breakthroughs are the social media, which are currently enjoying international reputation, as the strongest instruments for collaboration, communication and sharing of information and ideas. Based on these, individuals, groups, organizations and nations utilized them, in their day to day dealings and activities. In educational institutions, there are empirical and scholarly evidences from research findings, comments from opinion leaders and other academic contributions, that, school administrators and other stakeholders in school administration, make use of the social media, in the administration of school-community relations and in school financial management. In the use of the social media, it should suggest effective collaborations, communication and sharing of ideas and information in handling relations between schools and communities and in the management of school finances. The researchers were bothered by the perceived constant frictions and frosty relationships between schools and communities arising from poor handling of school and community relations. There also appears to be numerous cases of financial misappropriation, against school administrators, arising from poor financial documentation and communication in schools. Evidences, as mentioned here call to question, whether school administrators, make use of the social media in handling school and community relations and in school financial administration and which should provide the needed collaborations, communication and sharing of ideas and information with stakeholders in school administration. Based on this analogy, it became imperative to investigate into the extent to which the social media are used in the administration of school-community relations and school finances.

Aim and Objectives of the Study

The study investigated the extent of utilization of the social media in the administration of school-community relations and finances in secondary schools in Delta State of Nigeria. Specifically, the study sought to:

- i. Establish the extent the social media are utilized in the administration of school-community relations in secondary schools in Delta State.
- ii. Determine the extent the social media are used in financial administration in secondary schools in Delta State

Research Questions

The following research questions were posed and answered in the study:

- i. To what extent are the social media utilized in the administration of school-community relations in secondary schools in Delta State?
- ii. To what extent are the social media utilized in financial administration in secondary schools in Delta State?

Hypotheses

The following hypotheses were tested in the study at 0.05 level of significance.

Ho₁: There is no significant difference between the mean ratings of male and female principals on the extent the social media are utilized in the administration of school-community relations in secondary schools in Delta State.

Ho₂: There is no significant difference between the mean ratings of less experienced and experienced principals on the extent the social media are utilized in financial administration in secondary schools in Delta State.

Methodology

The design of the study was the analytic descriptive survey. The population was the 447 public secondary schools in Delta State. The schools have a corresponding number of 447 principals (who served as participants in the study) from where 358 were selected as sample, using the proportionate stratified random sampling technique. The participants in the study responded to a 22-item instrument, titled 'Social Media Utilization in School-Community Relations and Finances Administration Scale (SMUS-CRFAS), designed by the researchers in the modified 4-point Likert scale model, with a reliability index of 0.74, obtained using the Cronbach Alpha statistics. Mean and standard deviation were used in answering the research questions while z-test statistics was used in testing the hypotheses at 0.05 level of significance.

Results:

The results of the study came from the answers to the research questions and results to tests of hypotheses.

Research Question One: To what extent are the social media employed in decision making in secondary schools in Delta State?

Table 1: Mean and Standard Deviation on the Mean Ratings of Male and Female Principals on the Extent the Social Media are Utilized in the Administration of School-Community Relation in Secondary Schools in Delta State

S/N	Item	Responses					Remark
		\bar{x}_1	SD_1	\bar{x}_2	SD_2	$W\bar{x}$	
1	The social media lead generation that help school administrators get to the communities.	3.59	0.59	3.19	1.16	3.39	VHE
2	The social media are waiting instruments for online reputation	3.47	0.90	3.03	1.27	3.25	VHE

3	management. School instructional leaders make use of the social media in reaching the parents of their students.	1.69	1.08	1.57	1.03	1.63	LE
4	The social media present opportunities for schools to be involved in social interactions with their communities.	3.59	0.85	3.43	0.94	3.51	VHE
5	School administrators make use of the social media in scheduling meetings with community people.	3.59	0.89	3.36	1.15	3.46	VHE
6	Casual conversations between school leaders and community people are effective with the use of the social media.	1.43	0.91	2.00	1.08	1.72	LE
7	Interactions between schools and communities aided by the social media create interests in mutual participation in school administration.	3.67	0.64	3.72	0.60	3.70	VHE
8	The social media make it easy to keep community members updated on the affairs of the school.	3.93	0.38	3.22	0.63	3.58	VHE
9	The social media are strong instruments for linking the school to other websites	3.81	0.59	3.47	1.08	3.64	VHE
10	School administrators use the social media to promote the culture of the school.	3.84	0.53	3.24	1.12	3.54	VHE
11	School administrators use the social media to promote the activities of the school.	3.85	0.59	3.67	0.69	3.76	VHE
12	The social media help the schools to relate with other external bodies.	3.91	0.46	3.22	0.94	3.57	VHE
Criterion $\bar{x} = 2.50$		3.36	0.70	3.09	0.97	3.23	VHE

Legend

\bar{x}_1 = Mean Rating for Group 1
 \bar{x}_2 = Mean Rating for Group 2
 SD_1 = standard deviation for \bar{x}_1
 SD_2 = standard deviation for \bar{x}_2
 $W\bar{x}$ = Weighted mean

Scale

0.00 – 0.99 = VLE
 1.00 – 1.99 = LE
 2.00 – 2.99 = HE
 3.00 – 4.00 = VHE

Data on Table 1 show that item 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, and 12 had weighted mean ratings between the range of 3.00 and 4.00, showing that to a very high extent, the social media are utilized in the administration of school-community relations in secondary schools. Differently, item 3 and 6, had weighted mean ratings, between the range of 1.00 and 1.99, showing that to a low extent, the social media are utilized in the administration of school-community relations. In summary, with an aggregate weighted mean of 3.23, male and female principals, responded that, to a very high extent, the social media are utilized in the administration of school-community relations in secondary schools in Delta State.

Research Question Two: To what extent are the social media utilized in financial administration in secondary schools in Delta State?

Table2: Mean and Standard Deviation on the Mean Ratings of Less Experience and Experienced Principals on the Extent the Social Media are Utilized in Financial Administration in Secondary Schools in Delta State.

S/N	Item	RESPONSES					Remark
		\bar{x}_1	SD_1	\bar{x}_2	SD_2	$W\bar{x}$	
13	School administrators use the social media in publicizing school fund raising programmes.	3.44	0.96	3.78	0.52	3.61	VHE
14	The social media are used by school administrators in sending requests for assistance to concerned people.	3.79	0.60	3.65	0.74	3.72	VHE
15	The social media are instruments for assessing the financial needs of the school.	3.75	0.59	3.75	0.67	3.75	VHE
16	The social media can be used in allocating financial resources to designated persons.	3.82	0.59	3.71	0.69	3.77	VHE
17	The social media can be used in creating charts of school accounts.	1.19	0.46	1.02	0.35	1.11	LE
18	The presentation of financial budgets of the school can be	3.94	0.33	3.79	0.66	3.87	VHE

	handled by designated officials using the social media.						
19	School administrators make use of the social media in presenting final reports of accounts.	3.90	0.51	3.90	0.33	3.90	VHE
20	School designated officials use the social media in reporting school financial policies.	3.47	0.96	3.43	1.05	3.45	VHE
21	A presentation of school division financial detail is easy with the use of the social media.	3.51	0.87	3.69	0.69	3.60	VHE
22	Ministry's guidelines on finance administration can be disseminated using the social media.	3.74	0.60	3.69	0.82	3.72	VHE
Criterion $\bar{x} = 2.50$		3.46	0.65	3.44	0.65	3.45	VHE

* The legend and scale for Table 1 apply

Data on Table 2 show that items 13, 14, 15, 16, 18, 19, 20, 21, and 22 had weighted mean ratings between the range of 3.00 to 4.00, showing that, to a very high extent, the social media are used in financial administration in secondary schools in Delta State. Differently, item 17 had a weighted mean rating within the range of 1.00 and 1.99, indicating that the use of the social media in financial administration are to a low extent. In summary, with an aggregate weighted mean of 3.44, less experienced and experienced principals, responded that, to a very high extent, the social media are utilized in secondary school financial and administration in Delta State.

Results to Test of Hypotheses

H₀₁: There is no significant difference between the mean ratings of male and female principals on the extent the social media are utilized in the administration of school-community relations in secondary schools in Delta State.

Table 3: Summary of z-test analysis on the Difference between the Mean Ratings of Male and Female Principals on the Extent the Social Media are Utilized in the administration of School-Community Relations in Secondary Schools in Delta State

Subjects	N	\bar{x}	SD	z-cal	z-crit	df	Results
Male Principals	226	3.36	0.70	3.00	1.96	351	Significant (Reject)
Female Principals	127	3.09	0.97				

Legend

N = Number of Participants \bar{x} = Mean Responses SD = Standard Deviation
Cal z = Calculated z-value z-crit = z-Critical Value df = Degree of Freedom

Data on Table 3, show summaries of subjects, means, standard deviations and z-test of difference between the mean ratings of male and female principals on the extent the social media are utilized in the administration of school-community relations in secondary schools in Delta State. The observed z-value used in testing the hypothesis stood at 3.00 while the critical value stood at 1.96 using 351 degrees of freedom at 0.05 level of significance.

At 0.05 level of significance and 351 degrees of freedom, the observed z-value of 3.00 is far above the critical z-value of 1.96. This showed that there is a significant difference between the mean ratings of the respondents. Based on these observations, the researchers rejected the null hypothesis in favour of the alternative that, there is a significant difference between the mean ratings of male and female principals on the extent the social media are utilized in the administration of school-community relations in secondary schools in Delta State.

H₀₂: There is no significant difference between the mean ratings of less experienced and experienced principals on the extent the social media are utilized in financial administration in secondary schools in Delta State.

Table 4: Summary of z-test analysis on the Difference between the Mean Ratings of Less Experienced and Experienced Principals on the Extent the Social Media are Utilized in Financial Administration in Secondary Schools in Delta State

Subjects	N	\bar{x}	SD	z.cal	z.crit	df	Results
Less Experienced Principals	72	3.46	0.65	0.22	1.96	351	Not Significant (Failed to reject)
Experienced Principals	281	3.44	0.65				

* The legend for table 3 applies.

Data on Table 4, show summaries of subjects, means, standard deviations and z-test of difference, between the mean ratings of, less experienced and experienced principals, on the extent the social media are utilized in financial administration in secondary schools in Delta State. The observed z-value utilized in testing the hypothesis stood at 0.22, while the critical z-value stood at 1.96, using 351 degrees of freedom, at 0.05 level of significance.

At 0.05 level of significance and 351 degrees of freedom, the calculated z. values of 0.22 is by far less than the critical z-value of 1.96, showing that there is no significant difference between the mean ratings of the respondents. In the light of these observations, the researchers willingly retained the null hypothesis that, there is no significant difference, between the mean ratings, of less experienced and experienced principals, on the extent the social media are utilized in secondary school administration in Delta State.

Discussion of Findings

Utilization of the Social Media in the Administration of School-Community Relations

The first finding of the study is that the social media are utilized in the administration of school-community relations in secondary schools in Delta State, to a very high extent. This finding is confirmatory of Roy (2013), Java et al (2017), Edutopedia (2014) and Williams (2016). These scholars and researchers have in their different academic contributions; establish that social media are utilized in the administration of school-community relations. Since the emergence of the social media, school administrators and other stakeholders in school administration have used them in reaching out to people and organizations during their times of need.

It is therefore not surprising that a corresponding finding from hypothesis testing, found a significant difference between the mean ratings of male and female principals on the extent the social media are utilized in the administration of school community relation in secondary schools in Delta State. This finding further confirms the information from Roy (2013), Java et al (2017), Edutopedia (2014) and Williams (2016). By implication, reduced tension among schools and communities may be the result of the communication gaps which the social media have come to close.

Utilization of the Social Media in School Financial Administration

The second finding of the study is that to a very high extent, the social media are utilized in secondary school financial administration in Delta State. This finding attests to presentations and comments by Sfsms.com (2017), Sakatchewan (2016) and Oluwuo (Personal Communication, 2017). In their various contributions, these academic outfit and giants, see the social media as instrumentalities for financial administration in organizations, among them schools. Information on identification of needs, sourcing for funds, budgeting, allocation, utilization of funds, monitoring of utilization and auditing can be handled using the social media.

Quite surprisingly, a corresponding finding from hypothesis testing, found no significant difference between the mean ratings of less experienced and experienced principals, on the extent the social media are utilized in financial administration in secondary schools in Delta State. This latter finding negates Sfsms.com (2017), Sakatchewan (2016) and Oluwuo (Personal Communication, 2017). Despite this position, it does not

invalidate the fact that the social media are employed by school administrators in the administration of school finances. That, the result of the hypothesis results in negativity may not be unconnected with the rigorousness of the research process or that the gap in administrative experience may have contributed to it. These findings imply that schools can now ensure effective finance management, but with some exceptions on the basis of experiences of the administrators.

Conclusion

In the light of the findings of the study, the discussion on them and their accompanying implications, it is concluded that the social media enjoy wide usages in the administration of school-community relations and finances, but with variations, bothering on gender and administrative experience gaps.

Recommendations

Based on the conclusion of the study, the following recommendations are offered for implementation:

- i. Stakeholders in school-community relations administration, should continue to utilize the social media in the administration of relations between schools and communities, apart from using other measures to support, especially in areas where social media services may not be available.
- ii. School administrators should continue to use the social media in the administration of educational finances, but care should be taken to ensure that appropriate securities are planted in the applications, to avoid hacking into them, apart from ensuring that such services get to schools where principals are less experienced.

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