

SOCIAL MEDIA: THE INSTRUMENTS FOR PERSONNEL ADMINISTRATION AND INSTRUCTIONAL PROCESSES IN SECONDARY SCHOOLS IN DELTA STATE

By

ONORIODE A. OPITI

onoriodeaopiti@gmail.com

&

SUNDAY T. AFANGIDEH

sunny_afangideh@yahoo.com

Department of Educational Management

Faculty of Education

University of Port Harcourt,

Port Harcourt, Nigeria.

Abstract

The study established the utilization extent of social media in the administration of school personnel and instructional processes in secondary schools in Delta State. Two research questions and 2 hypotheses guided the study, with the adoption of analytical descriptive survey design, with a population of 447 public secondary schools in Delta State. These schools have a corresponding number of 447 principals from which 358 (representing 80%) was selected, as the sample, using the proportionate stratified random sampling technique. The participants in the study responded to a validated 24-item instrument titled 'Social Media Utilization in School Personnel and Instructional Processes Administration Scale (SMUSPIPAS) 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 was used in testing the hypotheses, at 0.05 level of significance. The findings of the study show that to a very high extent, the social media are used in the administration of school personnel and instructional processes. The study also established among others, a significant difference between the mean ratings of male and female principals on the extent the social media are used in the administration of school personnel and no significant difference between the mean ratings of principals from urban and rural schools, on the extent the social media are utilized in the administration of schools' instructional processes. It was therefore concluded that, the social media have been integrated into the administration of school personnel and instructional processes through with some variations occasioned by gender and geographical location. It was therefore recommended that designated school officials and others involved in the administration of educational personnel and instructional processes should continue to make use of the social media in handling these activities while also backing it up with other modes of communication and interaction.

Keywords: Social media, Instrumentalities, Administration, School Personnel and Instructional processes.

Introduction

In the management of educational institutions, two broad aspects appear to be very crucial. These are the administration of educational personnel and the instructional processes. While the former involves the administration of the human factor in schools, the latter involves the administration of the technical function of schools. Administering personnel and instructional processes involves collaboration, communication and sharing of information and ideas, among school personnel and participants in the instructional process. Achieving these is possible with the use of the social media. For Safran (2010) the social media is the description for the creation of (online) consent, by users, who may be in communities and sometimes

opposed to classic media which rely on publishers. The proceeding section of the presentation will be on the utilization of the social media in the administration of school personnel and instructional processes.

Social Media in the Administration of School Personnel

One of the major components of school administration is the administration of school personnel. School personnel is made up of the human elements in the school system, that sees to the manipulation of the other components of the school system, among them finances, facilities, communication, environment, instructional programmes and decision making (Obasi, 2004, Afangideh, 2011). Put conceptually, other scholars of organization in education, prefer to refer to them as human elements or human resource (Koko, 2005; Akpakwu, 2013; Okorie, 2012). There are basically two major types of personnel in school organizations. In the presentation by Nosiri (1985), Ezaga (1981), Okorie (2012), Nwankwo (2016), Okorie (2003) and Koko (2005), these personnel are basically stratified into staff and students personnel. As Afangideh (2011) and Obasi (2004) explain further, the staff personnel is made up of the employed members of the school system, whose duties, it is to ensure the implementation of school policies and programmes and include the teaching and non-teaching staff. The teaching staff are those school personnel who discharge the basic functions of teaching while the non-teaching staff is made up of the bureaucrats and supports staff, who provide supports to the teachers, administrators and students while in the performance of their teaching and administrative functions. This group includes school personnel like account clerks, clerical officers, managers, library attendants, librarians, cleaners, labourers, work attendants, minders and other sundry staff. The list appears to be endless.

On their own, the student personnel is made up the student body and all those who are listed in the enrolment register of the school. As Blakemore and Cooksey (1980) reports, the students are the major clients of the school system are the reason why other members of the school exist. Although there are other personnel in the school system, like the external supervisors, members of the community power structure, the Parents Teachers' Association (PTA) members and government officials, who visit schools, once in a while, the present discussion does not accommodate this category of personnel, since they only come as visitors to the school system.

As is typical in organizations, organizational resources, must be harnessed, in order to get the best from such resources. Therefore, harnessing school personnel resource amounts to school personnel administration. This activity also goes by the name, school human resource management (Koko, 2015; Akpakwu, 2013). Therefore, harnessing school personnel resource approximates efforts made by designated school leaders, to ensure that school members are assisted and ensured to play their respective roles that would lead to their achievement of educational goals and objectives as ascribed to the schools.

Conceptually, school personnel administration, personnel management or human management are looked at from different perspectives, depending on the academic or organizational orientations of the writer or school. In the perception by Mathis and Jackson (2004), human resource management or administration is dealing with the design of the formal system in an organization, to ensure the effective and efficient use of human talents to accomplish organizational goals. Mathis and Jackson's perception must have made Ogunsaju (2006) to see human resource management as the effective utilization of people, based upon appropriate recruitment, selection, training and placement and appointment of staff to achieve the objectives of the organization.

In handling the job of school personnel administration, the school administrator needs the involvements, assistance and intervention of both external and internal stakeholders in the school. These stakeholders include the government, the community people, the members of the community power structure, the students, the potential employees and the existing employees in the school system, among others. Consequently, there must be interactions between and among these stakeholders, who are involved in the administration of educational personnel at whatever levels.

In line with the thesis of this study, this function can be carried using the social media. According to Harvard.Edu (2017), the social media is an effective instrument for advertising positions in educational institutions and for recruiting candidates. For the institution, they can be used for posting employed workers to positions, collecting applications, conducting background checks, making offers of employment and other related personnel activities.

In yet another entry, Roy (2013), maintains that the social media lead generation for recruiting personnel-teachers, lead generation for recruiting pupils, recruitment of customers and fans and get information about their personnel, who may be staff or student personnel. For Adeogun (2013), they are veritable instruments for the personnel growth of the teacher and non-teachers alike, assist in interpersonal engagements and personnel development. Also, the social media can be used in teacher supply, recruitment, selection, staff development, supervision, teacher welfare, legal right and responsibilities. These are corroborated by Okwori and Ede (2013). As these presentations are mostly theoretical, this literature is prepared to establish the extent to which school administrators, at the secondary level of education, use the social media in secondary school administration.

Social Media in the Administration of School Instructional Processes

Another very important aspect of school administration is the administration of the school instructional processes. In some educational management literature, the administration of the school instructional process is also referred to as the administration of the school curriculum (Obasi, 2004; Urevbu, 1985; Mezieobi, 1993). For the purpose of clarity, there is need for some conceptual clarifications. However, before this is done, it is imperative to note that the concept 'curriculum' is a special terminology and concept used in education. Unfortunately, it appears that, from all sides, many people, both inside and outside the field of education, are not only ready to talk about curriculum, but are also most willing to define it. As Urevbu (1985) corroborates, this trend has resulted in varieties of definitions and is responsible for the numerous definitions of curriculum in educational literature. This trend may not be ordinary. Explanations for this, may be in the fact that, arising from the involvements of community people, in school administration, the ordinary man, has come to know a little about what should be taught or not taught to their children. In the presentation by Anwukah (1992), this results from greater citizen participation in school governance and a direct response to the participatory theory in environmental education management, as canvassed by Adekola (2008).

Other reasons may be advanced to buttress the trend, but it should not be allowed to detain the present academic presentation for investigation. Consequently, effort is made to present some definitions and conceptualizations on curriculum. A quick one, is that, which sees the curriculum as the overall content of what should be taught to clients of education systems. This proposition sees the system curriculum as school programmes of study and goes in tandem with the entry from Urevbu (1985) that the curriculum is a course of study, syllabus or collection of syllabuses, containing the body of subject matter, officially taught in schools.

Apparently towing earlier presentations on diversity of curriculum definitions, Mezeiobi (1993) observes and acknowledges that there are many definitions as there are curriculum experts, authorities, theorists, educationists and educators, but in order not to abandon his contribution to the conceptualization of what makes up the curriculum, Mezieobi (1993), subsumes it into the planned and unplanned societally approved educational experiences, which the learners are provided with and exposed to, in and outside the school, for the accomplishment of specified educational objectives. Going by the presentations from these different academic sources, it will therefore not be out of place to say that the curriculum is what learners learn from educational or learning institutions.

Away from the antics of definitions, there are basically two types of curriculum in educational system. These are the official and actual curriculum (Urevbu, 1985). However, some scholars have added

what is referred to as the hidden curriculum (Jackson, 1968; Valliance, 1973). The official curriculum, approximates what is laid down in the syllabus while the actual curriculum refers to the curriculum in use or what actually happens. These are the meanings, the patterns of social life, routines and rituals, in the day to day life in schools and classrooms. Differently, scholars have used the term 'hidden curriculum' to mean or refer to the non academic but educationally significant consequences of schooling and for Urevbu (1985), school life teaches obedience to authority, punctuality, neatness, and techniques, necessary to pass examinations, among others, but which do not appear on the syllabus and course contents. Little wonder, Ekpo (1991) prefers to refer to the hidden curriculum as the non- curriculum.

In the present academic foray, the focus is on the fact that, as part of the general school administration, school administrators should also manage the school curriculum. Curriculum or instructional management involves the provision of guidance, administrative supports and directions to the academic and support staff, pertaining to programmes and course creation and delivery of educational programmes (Algonguin College of Applied Arts and Technology, 2017).

In the course of managing the school curriculum, Obasi (2004) outlines the roles, played by the school manager or school administrator. For the scholar, these roles include planning the educational programme to fit instruction, using relevant experts, spending most of his time in planning and supervising instruction to the benefit of all stakeholders in education, ensuring that instructions are directed to the requirements of examination bodies, and effect changes in curriculum contents and implementation. These roles are corroborated in Obasi (2003).

In line with the position of this study, school administrators can do this through various means. These include among others, the use of the social in the administration of the school curriculum. The proceeding part of the review presents information on the ways the social media are used in managing the school curriculum for the benefits of schools and society.

In educational institutions, instructional management is acclaimed to be the most important function of the school administration. Though Obasi (2004) is stoutly against this proposition, it appears that there are some elements of truth in the statement. This may be explained in the fact that, all other components of school administration, form a part of the scope of school administration because pupils or students who are the major stakeholders and clients of the school are in schools to interact in the curriculum to acquire the knowledge and skills of their respective societies and to be able to internalize the values of such societies. So instructional or curriculum management should take pre-eminence over all other components.

Arising from the all important nature and importance of instructional process management, school administrators adopt different administrative strategies in its management. These include deciding what to teach, who to teach, where to teach and when to teach, apart from other aspects like supervision of instructional exercises. Communicating information on the different aspects of instructional administration has largely been done through the traditional face to face, written communication and sometimes the use of the grapevine. However, with the emergence of Information and Communication Technology, which brought into the fore, the social media, administrators are expected to use same in the management of the school instructional processes. This is the pre-occupation of the proceeding reviews.

In the presentation by Kenneth (2014), the use of the social media helps students and administrators to learn the use of the computer and other gadgets. For Ogundele, Rvajok, Malgwi and Bature (2017), the social media encourage research publications. The social media assist in building a virtual class work for use in the operation and implementation of distance education (Jimba & Ogundele, 2015), apart from creating enlightenment for effective teaching and learning, by students who are into nomadic education. These have been corroborated by Oladeji (2004) and Yusuf (2003).

In the presentation by Java, Song, Finun and Tseng (2007) the social media help in handling a growing body of inter-personal research and assist in collaborative researches and learning as administrators teacher and students collaboratively share information. Differently Agabi (2017) states that the social media help in creating students presentation and uploading them in the course web page for general consumption, apart from using the social media to get examples. Little wonder Marshable.com (2013) reports that the social media, especially the Tweeter make it possible to invite the services of guest speakers and make evaluation easy, as school leaders, teachers and students get information from online community sources. Presentations in the foregoing reviews, should help in managing the school instructional process, but are largely theoretical. Therefore, this study is expected to determine the extent to which this is possible in school administration.

Statement of the Problem

Locally, nationally, and globally, one thing seems to be certain. This is the fact that the international society has become a global village. This is the major consequence of globalization. Globalization has become possible, because of advances in the areas of science and technology, which gave birth to Information and Communication Technology (IOT). From the table of Information and Communication Technology (ICT), came out the social media, which are widely given credence, as the strongest instrumentalities for collaboration, communication and sharing of information and ideas, Based on these, ICT has impacted on the lives of individuals, groups, organizations (local and international and governmental and non-governmental) and countries and this explains why they utilized them in their daily undertakings. In educational institutions, particularly schools, research findings, comments from opinion leaders and other academic contributions are viral that school administrators make use of the social media in the administration of school personnel and instructional processes. These being the case, it suggests that there should be the needed collaboration, communication and sharing of information and ideas among school administrators, other school personnel and during the instructional processes. But, the researcher is bothered that there are pockets of frosty relationship between school personnel and complaints of instructional ineffectiveness, arising from perceived poor personnel and instructional process management. Evidences, such as these, call to question whether the school principals make use of the social media or not, which should provide the needed collaboration, communication and sharing of ideas with stakeholders in personnel administration and during instructional processes. As a result, it became expedient to determine the extent to which the social media are used in the administration of school personnel and instructional processes.

Aim and Objectives of the Study

The study examined the extent of utilization of the social media in the administration of school personnel and instructional processes in secondary schools in Delta State of Nigeria. Specifically, the study sought to:

- i. Determine the extent the social media are utilized in personnel administration in secondary schools in Delta State.
- ii. Establish the extent the social media are utilized in the secondary school instructional processes 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 personnel administration in secondary schools in Delta State?
- ii. To what extent are the social media utilized in the secondary school instructional processes in Delta State?

Hypotheses

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

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

H₀₂: There is no significant difference between the mean ratings of urban and rural school principals on the extent the social media are utilized in the secondary school instructional processes in Delta State.

Methodology

The design for the study was the analytical descriptive survey. The population was the 447 public secondary schools in Delta State, with a corresponding number of 447 principals (who served as participants in the study) from which 358 (representing 80%) were selected as sample, using the proportionate stratified random sampling technique. The respondents of the study, responded to a 24 item instrument tagged 'Social Media Utilization in School Personnel and instructional Processes Administration Scale' (SMUSPIPAS), designed by the researchers in the modified 4-point Likert scale model, with a reliability index of 0.73, obtained using the Cronbach Alpha statistics. Mean and standard deviation were used in answering the research questions while z-test 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 test of hypotheses.

Research Question One: To what extent are the social media utilized in personnel administration 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 Personnel Administration in Secondary Schools in Delta State

S/N	Item	Responses					Remark
		\bar{x}_1	SD_1	\bar{x}_2	SD_2	$W\bar{x}$	
1	The social media are good avenues for advertising job positions in schools.	3.86	0.53	3.59	0.84	3.73	VHE
2	Students who need placements in educational institutions can get such information through the social media.	3.75	0.75	3.83	0.54	3.79	VHE
3	Educational administrators can collect applications from potential clients using the social media.	3.88	0.52	3.49	1.01	3.69	VHE
4	School administrators can get background information on their school potential clients using the social media	1.32	0.87	1.28	0.77	1.30	LE
5	The social media have the capability to lead generation for the recruitment of school members.	3.74	0.71	3.56	0.98	3.65	VHE
6	School administrators can present offers of appointment to recommended job seekers in schools using the social media.	3.55	0.95	3.41	1.01	3.51	VHE
7	The social media are avenues for offering placements to potential students of educational institutions.	3.55	0.78	3.59	0.87	3.57	VHE
8	The interpersonal engagements of potential school members are checked by school administrators using the social media.	3.52	1.03	3.47	0.91	3.50	VHE
9	School administrators get information on the personal development of school members using the social members.	3.59	0.98	3.29	1.08	3.44	VHE
10	The general administration of school personnel is easy to handle with the use of the social media.	3.89	0.53	3.28	1.08	3.59	VHE
Criterion $\bar{x} = 2.50$		3.47	0.78	3.28	0.91	3.88	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 items 1, 2, 3, 5, 6, 7, 8, 9 and 10 had weighted mean ratings between 3.00 and 4.00, showing that, to a very high extent the social media use utilized in personnel administration in secondary school in Delta State. Differently, item 4 had weighted mean rating between 1.00 and 1.99 showing that to a low extent the social media are used in personnel administration. In summary, with an aggregate weighted mean of 3.38, male and female principals responded that to a very high extent, the social media are used in personnel administration in secondary schools in Delta State.

Research Question Two: To what extent are the social media utilized in secondary school instructional processes in Delta State?

Table 2: Mean and Standard Deviation on the Mean Ratings of Principals from Urban and Rural Schools on the Extent the Social Media are Utilized in Secondary Schools in Delta State.

S/ N	Item	Responses					Remark
		\bar{x}_1	SD_1	\bar{x}_2	SD_2	$W\bar{x}$	
11	The social media help students to learn the use of electronic gadgets in the process of learning	3.09	1.04	3.73	0.75	3.41	VHE
12	The social media help instructional leaders to learn the use of electronic gadgets that help in the instructional process.	3.28	0.99	3.21	1.22	3.25	VHE
13	The social media encourage research publications by school members.	3.39	0.82	3.48	0.98	3.44	VHE
14	The instrumentality of the social media build a strong virtual classroom for use in the process of teaching learners.	3.32	0.99	3.53	0.85	3.43	VHE
15	The social media enlighten students for effective learning in schools.	3.44	0.85	3.58	0.90	3.51	VHE
16	The social media are veritable instruments for enlightening teachers for effective teaching in schools.	3.54	0.79	3.74	0.65	3.64	VHE
17	The social media help in handling a growing member of interpersonal issues in research endeavours.	3.56	0.90	3.58	0.75	3.57	VHE
18	The social media are strong instrumentalities for collaborative learning in schools.	3.45	1.07	3.46	0.95	3.46	VHE
19	The social media aid collaborative researches in educational institutions.	3.34	1.13	3.60	0.96	3.47	VHE
20	The social media make students presentations easy	3.55	0.94	3.80	0.64	3.68	VHE
21	The social media are veritable avenues for disseminating information to students.	3.70	0.71	3.59	0.81	3.65	VHE
22	The presence of the social media in the school system makes it possible for instructional leaders to get ready examples for illustration.	3.43	0.95	3.44	0.89	3.44	VHE
23	Guest speakers who can speak authoritatively on issues of importance to students can easily be contacted through the social media.	3.43	0.98	3.47	0.77	3.45	VHE
24	Evaluation of students work is easy with the use of the social media.	1.33	0.77	1.91	1.31	1.62	LE
Criterion $\bar{x} = 2.50$		3.28	0.92	3.44	0.89	3.36	VHE

* *The legend and scale for Table 1 apply*

Data on Table 2, show that items 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, and 23 had weighted mean ratings, between the range of 3.00 to 4.00, showing that, to a very great extent, the social media are utilized in secondary school instructional processes in Delta State. Differently, item 24 had a mean rating between 1.00 and 1.99, showing that, the social media are utilized in secondary school instructional processes in Delta State. In summary, with an aggregate weighted mean of 3.66, principals from urban and rural secondary schools responded that, to a very high extent, the social media are utilized in secondary school instructional processes 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 personnel administration 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 Personnel Administration in Secondary Schools in Delta State

Subjects	N	\bar{x}	SD	z.cal	z.crit.	df	Results
Male Principals	226	3.47	0.78	2.11	1.96	351	Significant (Reject)
Female Principals	127	3.58	0.91				

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 personnel administration in secondary schools in Delta State. The observed z.value, used in testing the hypotheses, stood at 2.11, using 351 degrees of freedom, at 0.05 level of significant.

At 0.05 level of significance and 351 degrees of freedom, the observed z.value of 2.11 is greater than the critical z.value of 1.96. Hence, there is a significant difference between the mean ratings of the respondents. Based on the observations, the researchers were constrained to reject 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 personnel administration in secondary schools in Delta State.

H₀₂: There is no significant difference between the mean ratings of principals from urban and rural schools on the extent the social media are utilized in secondary school instructional processes in Delta State.

Table 4: Summary of z. test Analysis on the Difference between the Mean Ratings of Principals from Urban and Rural Schools on the Extent the Social Media are Utilized in Secondary School Instructional Processes in Delta State

Subjects	N	\bar{x}	SD	z.cal	z.crit.	df	Results
Urban School Principals	297	3.28	0.92	1.60	1.96	351	Not Significant (Failed to Reject)
Rural School Principals	106	3.44	0.89				

* 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 urban and rural school principals on the extent the social media are utilized in secondary school instructional processes in Delta State. The observed z.value, utilized in testing the hypotheses, stood at 1.60, while the z. 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 1.60 is less than the z. critical value of 1.96. Hence, there is no significant difference between the mean ratings of the respondents. Arising from these observations, the researchers were constrained to retain the null hypothesis that there is no significant difference between the mean ratings of principals from urban and rural schools on the extent the social media are utilized in secondary school instructional processes in Delta State.

Discussion of Findings and Implications

Utilization of the Social Media in Personnel Administration in Secondary Schools

The first finding of the study is that to a very high extent, the social media are utilized in personnel administration in secondary schools in Delta State. This finding agrees with Harvard Edu (2017), Roy (2013), Adeogun (2013) and Okwori and Ede (2013). These agency, scholars and researchers have impressive comments and research findings to the effect that the social media are utilized in personnel administration in organizations, among them schools. In very recent times, the social media have served as avenues for advertisement, communication and sharing of information about organizational employees and jobs and most schools and other organizational leaders and members embrace the social media.

Also a corresponding finding from hypotheses testing, found that there is a significant difference between the mean ratings of male and female principals on the extent the social media are utilized in personnel administration in secondary schools in Delta State. This finding has further given credence to the comments and findings from Harvard Edu (2017), Roy (2013), Adeogun (2013) and Okwori and Ede (2013). The two findings imply that most school administrators, whose schools, experience less personnel problems, are effectively making use of the social media in personnel administration.

Utilization of the Social Media in School Instructional Processes

The second finding of the study is that the social media are utilized in secondary school instructional processes in Delta State to a very high extent. This finding is confirmatory of Kenneth (2014), Ogundele, Pvajok, Malgwi and Bature (2017), Jimba and Ogundele (2015), Oladeji (2004), Yusuf (2003) and Agabi (2017). The scholars and researchers have impressive comments and research findings that attribute successes in instructional processes in school systems to the utilization of the social media in such processes. This may be explained in the fact that with the advent of Information and Communication Technology (ICT), school members, have upgraded themselves, to be in tune with global demands and specifications. Today, school teachers use the social media to get information for lesson planning and even the actual presentation, among other usefulness.

However, it appears quite astonishing, that a corresponding finding, from hypothesis testing, established no significant difference, between the mean ratings of principals from urban and rural secondary schools in Delta State. This corresponding finding faults the works of Kenneth (2014), Ogundele, Pvajok, Malgwi and Bature (2017); Jimba and Ogundele (2015), Oladeji (2004), Yusuf (2003) and Agabi (2017). Despite this finding, the social media remain veritable tools for implementing school instructional plans. This negative report, may be the result of the rigorous stages, involved in the course of testing the hypothesis or that the respondents may have differed, because of the issue of geographical location which might result in the non-use of some social media instrumentalities. These findings imply that schools that have access to social media platforms are capable of running and implementing effective instructional programmes.

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 have been integrated into the administration of school personnel and instructional processes though with some variations occasioned gender and location.

Recommendations

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

- i. Designated school officials and others involved in the administration of educational personnel should continue to make use of the social media, apart from backing it up with other modes of communication and interaction.

- ii. Students, teachers and other instructional personnel should continue to make use of the social media in school instructional processes, as their usages, make it possible for learning to be easy as their applications enjoy wide coverage just as schools without social media facilities should make efforts to procure them.

References

- Adekola, G. (2008). Psychological relevance of participation in community development. In M. Boucouvalas & R. Aderinoye (Eds.) *Education for millennium development: Essays in honour of Professor Michael Omolewe* (Vol. 1) (435 — 445). Ibadan: Spectrum Books.
- Adeogun, A. S. (20). *Relationship between mobile phone teaching and administrative effectiveness of Nigerian distance education programme*. Unpublished M.Ed Dissertation, Department of Educational Management, University of Ibadan, Nigeria.
- Afangideh, S. T. (2011). *Deregulation of educational services and quality assurance in secondary education in Nigeria*. Germany: LAP Lambert Academic Publishing.
- Agabi, O. G. (2004). Managing educational facilities. In P. O. M. Nnabuo, N. C. Okorie, O. G. Agabi & L.E.B. Igwe (Eds.) *Fundamental of educational management* (266 — 280). Owerri: Versatile.
- Akpakwu, S. O. (2013). *Human resources management in education*. Abuja: Eagle Prints.
- Algonquin College of Applied Arts and Technology (2017). *Curriculum administration*. Retrieved October 21, 2017 from <http://www.algonquimcollege.com>.
- Anwukah, T. G. (1992). Community participation in educational decision making in Nigeria: The gap between philosophy and practice. *Journal of Education*, 1(2), 126 — 134.
- Blakemore, K. & Cooksey, B. (1980). *Sociology of education for Africa*. London. Geore Allen and Unwin.
- Ekpo, O. E. (1991). *Introduction to curriculum*. Calabar: Edigraph Communications.
- Ezaga, P. I. O. (1981). *Personnel procedures manual: A practical guide*. Lagos, Nigeria: Macmillan.
- Harvard.Edu (2017). Guidelines for using social media. Retrieved May 20, 2017 from <http://hr.harvard.edu/staff-personnel-manual/general-employment-policies/guidelines-using-social-media>
- Jackson, P. (1968). *Life in classroom*. New York: Holt & Rinehart.
- Java, A, Finin, T., Song, X. & Tseng, B. (2007). *Why we twitter: Understanding microblogging usage and communities*. Proceeding of the 9th WebKDD & 1st SNA-KDD. Workshop on Web mining and social network analysis (56 — 56).
- Jimba, D. N. & Ogundele, M. O. (2015). Moral education and quality assurance of secondary schools in Nigeria. *Academic Journal of Interdisciplinary Studies*. 72(2), 271 — 277.
- Kenneth J. A. (2014). *Computer appreciation utilization skills and quality of tertiary institutions in Anambra State Nigeria*. Unpublished Ph.D Thesis, University of Calabar, Nigeria.
- Koko, M. N. (2005). *Human management: A practical approach*. Port Harcourt, Nigeria: Harey Publications.
- Koko, M.N. (2015). *University business management: What you don't know may hurt*. (Inaugural Lecture Series 34) Port Harcourt: Rivers State University of Science and Technology.
- Marshable.com (2013). Ways teachers use social media in the classroom. Retrieved May 20, 2017 from <http://marshable.com/2013/08/18/socialmedia-teachers/WBBUVE2x2gqE>
- Mathis, R. L. & Jackson, J. H. (1977). *Human resource management*. New York: Wess Publishing.
- Mezieobi, K. A. (1993). *Social studies curriculum*. Owerri. Nigeria. Whyte and Whyte.
- Nosiri, C. P. (1985). Pupil personnel management. In B. S. Okeke, C. P. Nosiri, J. D. Elde, N. M. Ozurumba & S. O. Igwe (Eds.). *A handbook on educational administration* (182 — 199). Owerri, Nigeria: New Africa.
- Nwankwo, J. I. (2014). *Management in education: Modern approaches in educational management*. Ibadan, Nigeria: Girafe Books.
- Obasi, F.N. (2003). *Phases in the management of education in Nigeria*. Bori: Fredbary.

- Obasi, F. N. (2004). Nature and scope of educational management. In P. O. M. Nnabuo, N. C. Okorie, O. G. Agabi & L.E.B. Igwe (Eds.) *Fundamentals of educational management* (1 — 19). Owerri. Versatile.
- Ogundele, M. O., Pwajok, N. P., Malgwi, S. V. & Batrue, Y. (2017, October). *Social media usage for sustainable national development: Energy issue for Nigerian education in the changing world*. Paper Presented at the 36th Annual National Conference of the Nigerian Association for Educational Administration and Planning held at Prof. Julius Onah Auditorium, Enugu State University of Science and Technology, Agbani Enugu, Nigeria, 9-12.
- Ogunsaju, S. (1998). *Educational supervision: Perspectives and practice in Nigeria*. Ile-Ife: University of Ife Press.
- Okorie, N. C. (2003). *Organizational setting of leadership*. Bori, Ogoni: Fredsbary.
- Okorie, N. C. (2009). *Organizational setting of leadership: Theory into practice in educational organization*. Port Harcourt: Giebon and Sons.
- Okorie, N.C. (2012). *Organizational setting of leadership: Theoretical perspectives*. Owerri. Totan.
- Okwori, A. & Ede, E. (2012). *Management issues in education*. Makurdi: Aboki.
- Oladeji, J. A. (2004). Community participations and financing of computer education in Oyo State. *Journal of Education Studies*, 2(2), 72— 81.
- Roy, R. (2013). *Entrepreneurship* (2nd Edition). Oxford: Oxford University Press.
- Safran, C. (2010). *Social media in education: Application scenarios supporting communities technology enhanced learning*. Published Doctoral Thesis, Graz University of Technology.
- Urevbu, A. (1985). *Curriculum studies*. Singapore: Longman.
- Va1ence, E. (1973). Hiding the hidden curriculum. *Curriculum Theory Network*, 15.
- Yusuf, L. A. (2013). The role of Information and Communication Technology on the internal efficiency of Nigerian Universities. *Journal of Educational Review*, 9(3), 36 — 42.