

Examining the Reflection of Social Media on School Administration: A Qualitative Research

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Abstract

The study aims to examine the reflection of social media on school administration. The findings demonstrated that social media is a tool which provides fast communication; enables internal and external, formal and informal works to be carried out more effectively and easily. School administrators prefer social media compared to previous periods because it provides both faster and easier execution of work and savings. Structural and technical regulations are needed to use social media more effectively in school administration. Further research can be conducted by taking into account the stakeholders adopting different methods.

Keywords: *Social media, School Administrator, Technology, Qualitative Research*

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Examining the Reflection of Social Media on School Administration: A Qualitative Research

Introduction

Social media draws attention as a technology-based tool of the age. It affects individual and organizational life quite intensely. One of the areas affected by social media is education. Social media is used in formal and informal studies related to education. The trend in this direction is increasing. Social media also affects school administration in the context of education. School administrations use social media and can benefit from it for various purposes. Increasingly intense relationship between school administration and social media is also reflected in the literature.

Statement of the Problem

The developing technology can change an individual s' everyday lives as well as their lifestyles. Technology contributes to knowledge generation. While the rate of internet usage among children aged 6-15 was 50.8% in 2013, it was 82.7% in 2021 (Turkish Statistical Institute [TUIK], 2021). This shows the extent to which technology affects human life. Technology is used at every stage of knowledge generation (design, update, monitoring, analysis, reporting). Social media can be considered as a communication tool that changes and affects daily life (Yörük & Günbayı, 2022). Social media contributes to pluralism, polyphony, sharing of ideas, discussion and naturally democratic life (Yegen, 2013). Social media tools are used for various purposes, such as announcing various activities at corporate and individual levels, informing about activities, promoting institutions, recording the works done in digital media, and advertising (Atkins, Koroluk, & Stranach, 2017; Dormann, Hinz, & Wittmann, 2019; Haytko & Wright- Isaac, 2021) with the aim of getting information, contributing to the better work, communicating with friends faster and better, and shopping. However, the consequences are not always positive. In particular, staying away from the immediate surroundings stands out as an undesirable aspect of social media (Geçer, 2020, p. 24). It also causes unwanted psychological states such as tension, loneliness, and unhappiness. Besides, it negatively affects the development of individuals (Baltacı, 2019). Menteşe (2013) emphasizes that the use of social media in education has both positive and negative aspects. Regarding the positive aspects, the use of social media increases motivation, communication, socialization, and students' world of thought. On the other hand, for the negative side, it is not suitable for all classes and levels. A study examining the meaning of social media reports that various metaphors (e.g., addiction, virtuality, inclusiveness, communication channel, indispensable, harmful) are used to describe social media (Kaban, 2021).

As in every field, the use of technology also affects education. If there is sufficient infrastructure and content, increasing interest towards the courses can contribute to the development of skills (Dağhan, Nuhogü Kibar, Akkoyunlu & Atanur Baskan, 2015). According to studies on social media, social networks are now beneficial in the planned and regular use of education (Mayayo, Romani, & de Querol Duran, 2020) and in following administrative daily work (Corrigan & Robertson, 2015). Moreover, social media can foster better activities at school, contribute to lessons and develop social skills (Korkmaz, Ünal & Güven, 2017), provide easy access to course

materials, contribute to the course environment and increase the quality of education (Feyzioglu, 2016). Besides, the use of social media has various contributions such as communicating quickly, doing educational work through different methods, and monitoring and controlling educational activities (Öztürk & Talas, 2015; Şahin & Üstüner, 2018). On the other hand, the use of social media in school has also disadvantages. For example, School administrators are concerned that social media can spread disinformation about the school due to its power to direct society (Pelkey, Stelmach & Hunter, 2021).

To use social media effectively and efficiently at school, a digital school culture must be constituted. To achieve it, school administrators should know their surroundings well, ensure that the appropriate activities are carried out, and inform the parents on various platforms (Hacıfazlıoğlu, Karadeniz & Dalgıç, 2010). School administrators have important duties for the effective use of social media in education and school. School administrators should also take steps to increase both their and teachers' social media skills (Karabağ Köse, Yurdakul, & Onuk, 2017). In addition, school administrators need to adopt and implement effective communication in fulfilling their duties (Tofur & Yıldırım, 2021). Research underlines that school administrators care about social media. The use of social media supports educational activities at school (Mahoney & Khwaja, 2016). This situation encourages and motivates teachers to participate in innovations at school and learn new things (Sterrett & Richardson, 2020). However, Bayram (2017) reports the opposite findings, indicating that school administrators' attitudes and understandings about social media are not sufficient. This is because school administrators do not have sufficient knowledge and skills about social media, and they inform teachers only about the use of social media (Bayram, 2017). Another situation that should be considered is the seniority of school administrators. Çağtaş (2019) advocates that school administrators' ability to use technology decreases as their seniority increases due to their age.

In the Turkish Education System, regulations regarding social media are made based on guidelines. These guides and their contents, in general, are as follows:

1. Regulation on the Principles of Ethical Behavior of the Public Officials: Based on the decision numbered 2021/81, certain principles must be observed in social media such as impartiality, protecting public reputation, avoidance of conflict of interest, use of social media during public service time, the content of shared information, respect for human rights, use of corporate social media account, and administrators' responsibility (etik.gov.tr, 2021).
2. Social Media User's Guide: It includes the history of the use of social media, the features to be considered while using it, security, the importance of social media, its law, and a glossary of the terms used (www.iletisim.gov.tr, 2018).
3. Ministry of National Education (MEB) Corporate Social Media Usage Guide: This guide consists of legislation that forms the basis of social media accounts, creation and management of accounts, sharing of content, security of accounts, making crisis management plans, and a glossary containing terms related to the subject (www.meb.gov.tr, 2021).

Studies have focused on the reflection of social media on education in Spain (Mayayo, Romani, & de Querol Duran, 2020), Canada (Corrigan & Robertson, 2015), the USA (Castile & Harris, 2014), China (Huang, Wang, Su & Zhao, 2020), Sweden and Turkey (Karakoyun & Lindberg, 2021). However, despite the research examining the connection of social media with school administration (Bayram, 2017; Pelkey, Stelmach & Hunter, 2021; Yıldırım & Kılıç, 2021), more

studies are needed in this regard. Investigating social media through the eyes of school administrators will contribute to a better understanding of dimensions such as school and school administration. Also, the research will contribute to and support the development of education policies to be implemented regarding social media and school administration.

The current study aims to examine the reflection of social media on school administration. To achieve this goal, the following research questions were asked:

1. How do school administrators evaluate social media based on their experiences?
2. For what purpose(s) do school administrators use social media?
3. What strategies do school administrators suggest for the effective and efficient use of social media in school administration?

Theoretical framework

Changes in the understanding of communication can also be reflected in communication tools. The necessity and importance of communication increases the importance of communication tools. Social media tools, which are used in the current situation and whose influence is increasing, are among the indispensables of daily life. Social media is understood as the new communication tools of the new social life. Through these tools, people find an environment where they share and promote their thoughts faster. In addition, social media is used as a communication tool within and outside the institution in the corporate context (Solmaz, Tekin, Herzem & Demir, 2013). Aktan's (2018) research clearly shows the effect of social media. According to the research, social media can cause high levels of anxiety in users in terms of content, privacy and self-assessment. This shows that social media has a great impact on people and human relations and includes people more in the communication process. It also brings it to be more effective and reach more communication networks with the content it produces (Uluç & Yarcı, 2017).

The effect of social media is seen in education as well as in all areas of life. Social media is used for purposes such as finding teachers, learning interactions, constructive discussions, reflecting what has been done, providing mutual support, and networking (Krismanto, Setyosari, Kuswandi & Praherdhiono, 2022). Social media contributes to the progress of the education process in the desired direction, to the teacher being more effective, and to the education and training processes. It also facilitates the sharing of knowledge and the implementation of different educational models and approaches. Thus, it is possible to benefit from different approaches in education (Aguilar, Rosenberg, Greenhalgh, Fütterer, Lishinski & Fischer, 2021; Toğay, Akdur, Yetişken & Bilici, 2013). In addition, easier access to the curriculum and developing tools suitable for the curriculum make social media a useful tool in education. However, caution must be exercised in its use. Measures should be taken by raising awareness of media literacy (Konuk & Güntaş, 2019). Similarly, Orlanda-Ventayen & Ventayen (2017) draws attention to the beneficial aspects of social media -attracting more people to the educational environment, etc.

Social media and internet-based tools are needed in order to develop the problem solving and cooperation understanding of school administrators. Social media and internet-based tools have an important place in school administrators' reaching the school environment, interacting directly with students, participating in necessary activities, and working without the need to keep distance (Wankel, 2009). In addition, school administrators use social media to get to know the teachers they work with. Social media provides concrete data to school administrators in terms of

understanding teachers' behaviors and tendencies (Davis & Black, 2016). Social media contributes to the development of school administrators and teachers to increase their professional skills. Reaching large masses of the studies and being aware of the studies affect the development of school administrators (Kolber, Nicoll, McGraw, Gaube & Heggart, 2021). For this, school principals use social media tools such as What'sApp (38.1%), Facebook (28.6%), Twitter (21.4%), and YouTube (11.9%). School principals also use the mentioned social media tools when they want to convey information about the school inside and outside the institution (Olowo, Fashiku, Adebakin & Ajadi, 2020).

Method

This part includes the method and design of the study, participants, data collection and analysis.

Method and design of the Study

The researchers adopted the qualitative research method to examine the views of school administrators in-depth. Qualitative research is a method of conveying the thoughts of the participants in an in-depth and systematic way (Creswell, 2016, p. 44). The phenomenological design was used to present the views in a systematic and meaningful way based on the experiences of school administrators. Phenomenology helps highlight the experiences of the participants and allows them to make sense of it (Christensen, Johnson & Turner, 2015, p. 408).

Participants

Participants were the school principals and vice-principals of sixteen public schools in Konya during the 2021-2022 academic year. Participants of different positions were recruited to obtain different perspectives and experiences. Thus, it is thought that the emergence of a one-sided mentality can be prevented. This also increases the reliability and validity of the research. Convenience sampling was used, which provides convenience in research in terms of time, money, and flexibility (Miles & Huberman, 2015, p. 28). Criterion sampling was used because those who had been school administrators for at least five years were selected. Criterion sampling was preferred by taking into account the previously established criteria (Yıldırım & Şimşek, 2011, p. 112). Besides, maximum variation was applied since the views of school administrators at different school levels (e.g., pre-school, primary, lower secondary and higher secondary) were taken. Miles and Huberman (2015, p. 28) state that maximum variation is important in terms of identifying the differences.

Table 1.

Demographic Information

Gender					
Male			Female		
12			4		
Field					
Grade	Education of religion and ethics	Science & Tech.	Mathematic	Information Tech.	Social Sciences
7	2	1	2	1	3
Mission					
School Principal		Vice Principal			
12		4			
Experience					
6-10 years		11 years and above			
10		6			
School level					
Pre-school		Primary	Lower secondary	Higher secondary	
2		7	5	2	

Data collection and analysis

Data were collected through interviews. While preparing interview questions, the literature was reviewed, views of two school administrators who were expected to participate in the research, two academicians working in the field and a language expert were considered. The questions were about school administrators’ views about social media, the effects of social media, and their suggestions for the effective use of social media in school administration. The descriptive analysis was used to reflect the views of the participants through direct quotations. The descriptive analysis technique is important in terms of revealing the opinions of the participants in a meaningful way (Yıldırım & Şimşek, 2011, p. 224). Content analysis was also used to reach new codes and/or themes (Table 2-4). The use of content analysis helps reach new meanings by systematically making inferences from the data (Krippendorff, 2004, p. 18). The research was carried out based on the written permission of Konya Provincial Directorate of National Education dated 16.06.2022 and numbered 52023644. Besides, school administrators signed a consent form. Participants were given nicknames.

Findings and Comments

Three categories emerged.

Category 1: Social Media for School Administrators

Table 2.

Data on Category 1

Category	Sub-category	Code
Social Media for School Administrators	A Goal	For fast communication
		For announcements
		For sharing
		For advertisements
		For following the news
		For promotion

As is seen in Table 2, participants consider social media as a technology-based tool that they can use for various purposes.

School administrators agree that social media is useful and should be used. They use social media frequently. Social media is an important tool in both in-school and out-of-school communication. The purposes of using social media are listed as follows:

1. An effective communication tool that enables official and private business to be done quickly,
2. A tool for announcing the work in the school to teachers, students, and parents,
3. A tool for sharing the work done/to be done at school,
4. A tool for the school's image, advertisement,
5. A tool for situations such as information, documents, news, and
6. A tool for the promotion of the school.

Here are some excerpts:

Rasim: *“We use social media to strengthen relations between students, families, teachers and administrators, to establish corporate culture, to transmit announcements and information quickly, to disseminate and share good practice examples.”*

Zeynep: *“It means the promotion of the school, advertisement, news source. It means reaching out to parents and students. We share the activities we do at our school on social media.”*

Yusuf underlined the intensive and frequent use of social media by saying, *“Maybe we are passing 4-5 hours of our daily time.”* Halil expressed the reason for the frequent and intensive use of social media with the following words, focusing on providing advantages in planning and saving *“...it saves both time and energy in the announcement, planning and execution of the activities to be done.”* On the other hand, Elife stated, *“It builds the school-parent communication network at the highest level with the least financial expense.”*

This theme shows that technology directly and increasingly affects organizational life. School administrators use social media at every stage of educational activities in their schools to increase the effectiveness and visibility of the work done. Social media has an impact on organizational life and therefore on organizational culture. In this theme, social media is interpreted as a fast communication tool that contributes to the organizational image according to school administrators and is preferred for various purposes quite intensely and frequently nowadays.

Category 2: Reflection of Social Media on School Administration

Table 3.
Data on Category 2

Category	Sub-category	Code
Reflection of Social Media on School Administration	Interaction Channels	Legislation
		Infrastructure
		Principles considered while using social media.
		Reflections of the social media use on school administration

Table 3 shows that social media has effects on school. It has an encompassing effect on school administration, both formally and informally. School administrators must consider these effects. Participants agree that social media has an impact on school administration.

Participants believe that the legislation is not sufficient in this regard. Thus, actions are taken through the guidelines. Besides, occasional articles are also taken into account. Zeynep explains this situation as follows:

As far as I know, there is no legislation. But there are sometimes formal and sometimes informal warnings about the rules to be observed. Today, there is an article about what should be considered while using social media. It was an article about acting in moderation. It comes as ethical guidelines. But as far as I know, there is no regulation or directive about it.

School administrators handle the infrastructure of social media in two ways. The first one is the technological infrastructure of the school and whether social media accounts can be accessed. School administrators believe that the technological infrastructure of the school is sufficient. They stated that access to all social media accounts was blocked at school before, but now this barrier has been partially lifted. Selahattin summarizes this issue as follows:

In previous years, we could not access any social media accounts using the Internet of the MEB. We had a lot of trouble. Although it was banned by the MEB, we were trying to communicate from there by using our own mobile phones. Later, there was a good development and social media accounts such as Whatsapp, BIP and telegram were started to be allowed by the ministry. These applications can be accessed from school computers and the internet. We can download and use incoming articles and files using those accounts. However, social media accounts such as Facebook, Twitter, and Instagram cannot be used with the Internet of the Ministry.

According to the participants, school administrators can use social media. However, training and legal regulations are needed for effective use. Rasim said, *“People mostly can use it. However, more positive results can be achieved if improvements are made, especially in terms of legislation, through in-service training.”*

Participants pay attention to the following points when using social media:

1. Privacy,
2. Not sharing personal data,
3. Getting permission from the relevant people while sharing,
4. Paying attention to the expressions used,
5. Paying attention to Turkish spelling and spelling rules,
6. Being inclusive
7. Considering safety,
8. Paying attention to the tone (not sharing offensive and political content), and
9. Sharing in accordance with the legislation.,

Here are some excerpts:

Hasan: *“Protection of personal data is important. We got written permission from parents to use their children's information.”*

Yasin: *“I pay attention to my communicative language, wording, the appropriateness of sharing and the purpose of sharing. I think we should not overstep the limit.”*

Zeynep: *“...We are careful to use Turkish properly, not to make typos, and not to use language that polarizes people and politics.”*

Sedat: *“I pay attention to security.”*

Nail: *“We don't make any political or offensive posts.”*

Halil: *“When I use it institutionally, I do it in accordance with the legal regulations of the institution.”*

The participants discuss the effects of social media on school administration from two aspects: advantages and disadvantages. The advantages are that it provides fast communication within and outside the institution so that the work can be done more easily, access to up-to-date and correct information, facilitate the formation of the corporate culture as desired, enable the educational activities to be carried out differently, and contribute to the promotion and advertisement of the school. These features indicate that social media significantly contributes to the functioning of the school administration. Yusuf said, *“I can say that we prefer it because the news flow is very fast, there is a continuous news flow cycle within 24 hours, and the feedback is very fast.”* Sedat stated, *“Since we can make announcements to teachers and parents via instant communication tools (WhatsApp, BIP, Telegram), we share information using these tools in a very short time and our business is running very well. That's why we use it.”* Selahattin emphasized, *“Social media can be used very efficiently in terms of creating a corporate culture”* Finally, Zeynep said, *“We use social media to inform the staff, parents, students, to promote the school, and to control homework.”*

Regarding disadvantages, participants reported lots of data, information confusion, using it for bad purposes, technology addiction, and taking a lot of time. Mehmet underlined the time issue, *“it is harmful for taking much time.”* Yusuf complained about not sharing the right information, *“...sometimes wrong information is shared about institutions, which makes it harmful.”* Selahattin

emphasized misuse of social media, *“The privacy of personal data can sometimes be violated, that is, some of those photos can be used by bad people, intentionally or unintentionally.”* Zeynep warned about technology addiction, *“...We do not want people to become addicted to technology, but we also pave the way for technology addiction by asking social media to be used a lot.”*

Social media has a close relationship with school administration. There is a mutual interaction between social media and school administration. While the posts make the work of the school administration more visible, it also increases the influence and popularity of social media. However, it can provide an advantage or a disadvantage to the organization depending on the purpose and form of use of social media.

Category 3: How Can Social Media Be Used More Effectively in School Administration?

Table 4.
Data on Category 3

Category	Sub-category	Code
How can social media be used more effectively in school administration?	Expectation	Analyzing current situation
		Suggesting a model

As is seen in Table 4, based on the experiences of the participants, Expectations for more effective use of social media are gathered under two codes: analyzing the current situation and suggesting a model.

Participants believed that things were slower and more difficult to do before the use of social media. Getting things done could take more time. Therefore, there were difficulties. Ali said, *“When we do not use social media, our parents are not aware of our activities, or they do not want to come to the school and participate in the activity.”* Nail stated, *“...Before social media, our communication with parents was weaker.”* Cemile said, *“Communication and information sharing with parents, teachers and students was limited before.”*

Participants reported that it was possible to do things faster and easier and to save time and paper when compared to the past. Cemile underlined fast communication as *“...now it is possible to provide a fast and easy communication with the use of these social media tools.”* Elife emphasized saving *“...preventing paper consumption. Ensuring less costly communication.”* Murat pointed to the time issue: *“Paper-time savings are achieved while implementing activities.”*

Participants list their suggestions as follows to get the most out of the social media application:

1. MEB's paving the way for the use of social media related to schoolwork (both in terms of infrastructure and legislation),
2. Providing training on the use of social media,
3. Developing original applications,
4. Warnings should be made for careful sharing.

Some representative statements are as follows:

Cemile: *“Teachers, parents and students can be trained on the use of social media.”*

Rasim: *“More positive results can be achieved only if improvements are made, especially in terms of legislation, with in-service training and an information meeting.”*

Yusuf: *“Our ministry can do a project on this issue. MEB can conduct a school-specific social media use project. TÜBİTAK can do a project. We are in favor of being local and national. It will be more secure.”*

Participants agreed to understand the current situation as a priority in determining what needs to be done in order to use social media more effectively in schools. Currently, social media provides a faster and more effective contribution to the follow-up of the work done. However, the expectation of both structural and technical regulation, especially under the leadership of the Ministry of National Education, draws attention.

Conclusion, Discussion and Suggestions

The present research aims to examine the reflection of social media on school administration, and it reports that social media is a tool which provides fast communication. Social media enables internal and external, formal and informal works to be carried out more effectively and easily. The function of social media in school includes sharing, announcements, news-information transmission, promotion, and advertisement. It also paves the way for others to contribute more to the activities at school. Increasing the visibility of what is done in the school contributes to the image of the institution and allows the work to be done more easily. Doğan-Kılıç (2016, p. 62) believes that social media plays an important role in effective communication, which can also be effective in getting things done. Therefore, it is necessary to be aware of the use of social media (Gavish & Oplatka, 2012). Being aware of digital platforms helps school administrators to direct educational activities at school differently, increases communication opportunities, performs administrative tasks more easily, and continues educational activities in special processes such as Covid 19 (Akbaba-Altun & Bulut, 2021; Taimur, Sattar, & Dowd, 2021). School administrators need to change their perspective on digital tools in terms of organizational culture and show an innovative approach so that they can fulfill their duties. Besides, school administrators and their subordinates need to benefit from the infrastructure (e.g., use of technology, access to technology, knowledge-skills) (Williams, 2008). For this, social media should be considered as a tool that facilitates the acquisition of learning skills, contributes to communication, information, and educational activities (Karakoyun & Lindberg, 2021; Murlam, 2014). The present study confirms the literature, indicating that social media is a technology-based tool that provides fast communication and school administrators are aware of the use of social media. However, the current research differs partially from the relevant literature because it shows that the purpose of the use of social media by the school administration is also in different areas such as promotion and advertisement.

Regarding the reflection of social media on school administration, four issues come to the fore. The first one is that although there are regulations on the legislation, they are insufficient. There is an urgent need for steps to be taken. Second, schools have the required technological infrastructure, but there are problems in using applications such as WhatsApp, BIP, Youtube, Twitter, and Instagram. Third, while sharing, school administrators consider issues such as protecting personal data, sharing data with permission, and publishing after each shared data is reviewed sufficiently, adopt principles such as wording, compliance with the legislation, inclusiveness, use of Turkish, and security. Finally, while social media has advantages (e.g., fast communication, fast information flow, and contributing to the image and culture of the school), it

can be disadvantageous in terms of causing information density and complexity, unintentionally causing malicious use, increasing technology addiction, and taking a lot of time. Güçlü-Yılmaz (2021) warns about the sufficiency of the infrastructure for the use of technology in schools. Technological infrastructure should be considered when constructing schools. According to Mayayo, Romani and de Querol Duran (2020), it should be decided for what purpose (e.g., decision making, planning, identification of resources, evaluation) the technological infrastructure will be used in schools. This supports the efficiency and legal legitimacy of the works. For this, school administrators should also develop their technological knowledge and increase their awareness level (Karabağ Köse, Yurdakul, & Onuk, 2017). To be prepared for special situations such as Covid 19, it is necessary to take measures to ensure participation in digital education, provide access to technology and implement policies that take into account digital elements (Taimur, Sattar, & Dowd, 2021). However, attention should be paid to the undesirable use of social media through cyberbullying. Since school administrators cannot solve the problem alone, they must act together with their internal and external stakeholders (Castile & Harris, 2014). Social media can have positive or negative effects on school administration. While school administrators use social media to follow their daily work, they also pay attention to malicious uses (Corrigan & Robertson, 2015; Wright, 2020). This shows that social media is a two-way (useful and harmful) tool for addiction, virtuality, inclusiveness, being a communication channel, indispensable and harmful content (Kaban, 2021). The findings are in line with the literature in terms of underlying that increasing attention should be paid to the use of social media and showing that social media has advantages and disadvantages. On the other hand, it differs from the literature in terms of putting social media on a certain legal basis, stating what needs to be considered in detail, and reporting its disadvantageous aspects (such as taking a lot of time).

Findings show that school administrators prefer social media compared to previous periods because it provides both faster and easier execution of work and savings. Structural and technical regulations are needed to use social media more effectively in school administration. These needs consist of creating legislation for the use of social media, providing users with training, using unique applications for security reasons, and providing guidance on how to pay attention to sharing. There is a growing demand and interest in social networks that just one organization cannot handle. The cooperation of different institutions is needed in the arrangements to be made (Huang, Wang, Su & Zhao, 2020), such as realizing original and innovative practices (Güçlü-Yılmaz, 2021) and training for school administrators on the increasing and different use of social media (Lu, Newman & Miller, 2014; Mourlam, 2014). Thus, social media can be used more effectively for fast communication, effective use of time, sharing and training activities, promoting events and the institution, and giving information (Atkins, Koroluk, & Stranach, 2017; Duran & Bayar, 2020). However, social media also has disadvantages such as causing addiction, being difficult to control unsuitable content. For this, the necessary legislation must be implemented (Yıldırım & Kılıç, 2021). This study confirms the literature in terms of suggestions regarding the use of social media.

The current study recommends the following suggestions:

1. Based on the effects of social media inside and outside an organization, appropriate legislation can be prepared for the healthy use of social media. This legislation can be explained to school administrators through authorized persons.

2. Security measures can be taken to minimize security concerns while using social media.
 3. The increasing importance of social media in both daily and organizational life brings about meeting some needs. therefore, common principles and practices can be adopted at the point of how social media should be used in school administration.
 4. School administrators who must use social media can be provided with necessary training, both in terms of content and infrastructure.
 5. Secure applications can be implemented. Periodic training can be given on this subject.
- Further research can be conducted by taking into account the stakeholders who are decisive in the relationship of social media to school administration. Their results can be brought to the attention of policymakers and researchers in the field and can be discussed on appropriate platforms. Further studies can adopt different methods. Thus, current research results on the subject can be reached. The reflection of social media on school administration can be better understood by making comparisons between the current research and other studies.

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