

**ADMINISTRATIVE STRATEGIES ADOPTED BY PRINCIPALS FOR  
MANAGING SOCIAL MEDIA USAGE AMONG SECONDARY  
SCHOOL STUDENTS IN IMO STATE**

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**Abstract**

The study adopted survey research design to examine administrative strategies adopted by principals for managing social media usage among secondary schools students in Imo state. Two research questions guided the study and the population of the study is made up of 300 principals of public secondary schools in Imo State. Simple random sampling technique was used to select 178 principals for the study. The researcher developed instrument titled Administrative Strategies for Managing the Usage of Social Media among Secondary School Students Questionnaire (ASMUSMASSSQ) was used as instrument for data collection. It contained 20 items designed in two clusters on a 4-point scale was used as the instrument for data collection. The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University Awka. The instrument's reliability was determined using the Cronbach Alpha coefficient which yielded an alpha coefficient of 0.78. In analyzing the data, mean and standard deviation were used to answer the research questions. The findings of the study showed that precautionary strategies were adopted while supportive strategies have not been adopted by the principals in managing social media usage among secondary schools students in Imo state. Based on the findings, it was concluded that social media usage should be encouraged among the students as it is one of the emerging technological innovations in education but cautions must be applied by the school in the usage among the students to avoid addiction and social media support services should be provided in schools. It was recommended that government should set out rules and regulations that will guide the use of social media in schools and teachers and stakeholders in education should provide supportive service to needy students.

**Key words:** Administrative, Strategies, Principal, Social Media, Secondary School

## **Introduction**

Schools are formal institutions of learning and development of the human capabilities and potentials. It is a safe, conducive and supportive environment that enables teaching and learning to flourish, disposing and inspiring the student for exploration unto self-discovery and development. It is also a place for character formation, self-awareness and value orientation. Values are formed in the process of socialization in the school and in other agencies of socialization. To further this, is the provision of secondary school. A good secondary school is believed to provide the necessary focused and total environment for studies and academic development leading to tertiary education. It provides a good character education where ground rules for life are learn, practice and adapt behaviours that reflect the ethical societal values. Therefore, going to school is not only about passing examinations but also about character formation which brings about a fittingness of an individual in the society as a manifest of attending quality education.

Delivery of quality education today has come with lots of technological driven innovations which are shaping the way of doing things. Technological Innovations in education are playing vital roles in bridging the gaps between the traditional educational systems to modern systems of learning. E-learning platforms, digital literacy programmes, and international collaborations are some of the advancements that offer new ways to enhance educational access and quality. These innovations have been enabled by internet and information communication technologies (ICT). The internet is the most important information and communication technology that has caused a global shift in information quality (Siraj, Salam, Hasan, Jin, Roslan, & Othman, 2015; Yebowaah, 2018). It provides opportunities for students in remote areas to access educational resources that were previously unavailable to them. Digital literacy has become increasingly important and more integrated into every aspect of life.

This brings about international collaborations offering students and educators the chance to learn and be attuned to global best practices. These innovations are revolutionizing education and it is making it more inclusive, flexible, and aligned with global standards. Today we have smart schools and classrooms where the integration of technology into the classroom is no longer optional but essential. It's not just about using technology as a supplementary tool but an essential aspect of the entire learning experience. The most recent introduction of AI-driven tutoring, social media interactive educational apps and platforms have made teaching and learning more engaging and accessible. Therefore, social media usage among secondary school students is a fact.

Ames (2013) defined social media as 'a group of internet based applications that build on the ideological and technological foundations of web 2.0 and all the creation and exchange of user generated content'. Burke and Kraut (2014) defined social media as 'the many relatively inexpensive and widely accessible electronic tools that enable anyone to publish and access information, collaborate and build relationships'. Social media, according to Bryer and Zavatarro as quoted in Nyongesa, Kiprop and Chumba (2019), are technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. They include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook, WhatsApp), and virtual worlds. Others include Tiktok, instagram, x-handle (twitter), Telegram and Snap chat, Wechat, You Tube among other online platforms. Onayali, Asiegbu and Nnebudum (2018) assert that technology advancement has resulted to the development of various social networking sites that brings individuals together for interactions and exchange of ideas in most fields of lives such as education, entertainment and commerce. The social media work in a combination of other complex internet network structures known as sites making it a social network. According to Ikwuka, Egwu, Onimisi and Obumneke-Okeke (2018), social networking sites (SNS) are modern

communication channels through which people connect to one another, share ideas, experiences, pictures, messages, and information of interest. It is seen also as a web-based application that bridges the information gap and brings people together in processing, sharing, storing and disseminating data in different forms. Social media can be seen as a variety of social online platforms, including websites and applications that enable users to create and spread information in real-time across the globe.

Maqableh, Lama, Walaa, Masa'deh, Khatib and Karajeh (2015) opine that social networking Sites (SNSs) have attracted millions of internet users, who have integrated these sites in their daily lives routines. Social media have made the world a global village and bridged the gap in information and knowledge and have provided more opportunities for interaction across different divides. It has improved the ability of acquiring, processing and retrieving of information. The social media rely on the mobile and web based technologies to create highly interactive platforms through which individuals and communities can share, discuss, create and modify the user generated content. These platforms introduce substantial and penetrating changes to communication between organizations, businesses, individuals and communities (Baumer, Adams, Khovanskaya, Liao, Smith, Schwanda & Williams, 2013). To this, whatever information that is being sought after, it is just about asking the right question at the right place and the answer will be at just a click away. It has eliminated the barrier in communication and brings people face to face with each other at real time without minding the distance. It has transformed the medium and channels of communication. Ehibudu and Tusii-ma (2017), observed that the evolution of internet technology has led to its use as the best medium for communication, whereby two-third of the world's internet population visit social networking or blogging sites, thus serving as communication and connecting tool. The reason for the adoption of social media is as a result of its ubiquitous access, flexibility, functionality as well as its convenience (Echekwu, 2014).

The largest population of social media users is constituted of students of different category. Danny, (2016), opines that majority of the social media users globally range from the age of 14 - 29, who comprise majority of school and college going students around the world. Today, there are lots of social media platforms which are at the disposal of students that enhance their educational development. Most students cannot do without social media in academics, class works and social life. Among the media technologies mostly used by students today are the smart phones and laptop computers with data network. The use of smartphones and social media apps is widespread in adolescence: 89% of US adolescents aged 13 – 17 years old own a smartphone, and 70% check their social media accounts multiple times per day (Common Sense Media, 2018). In Nigeria, the percentage of social media users among Nigerian students is relatively high, reflecting the global trend of increased social media adoption among young people. According to the 2022 survey by the National Bureau of Statistics (NBS) and the Nigerian Communications Commission (NCC) reported the 73.3% of Nigeria internet users are active on social media and 63.4% of users are students aged 15-24. Social media thus becomes a space for socializing, information access and entertainment. It becomes an opportunity for educational institutions to leverage social media for engagement and learning. Social media have helped students have a better direction of what they want; they find it easy to reach out to their teachers and school mates from their different locations. It can be used to delivery lessons and submit class work and for academic and instructional delivery. Social media thus enables students to get a taste of real-life engagements. Social media enable students to get closer to art and design, and are exposed continuously to new ideas. Social media provide several benefits to adolescents. It allows them to maintain their current friendships and form new ones. It allows students to find and exchange information of various kinds, including marketing, digital trading, health information, content creating and other social networking. In addition, social media allows students spaces to

express and share their creativity and discovery. More generally, in this virtual space teenagers can explore and shape their identity and modify their self-presentation based on feedback and reaction received from peers (Longobardi, Settanni, Fabris, and Marengo, 2022). Therefore, it offer them great opportunity to nurture their creativity and self -discovery. These media technologies have turned out to be the world's largest job opportunity creator for many talented students.

However, the effects of social media on peoples' way of life and on education are inevitable. It can be said that, there are much influence of social media on education and its products. It is having an overreaching impact in the society and has transformed and will continue to impact the future. The impact has generated both positive and negative consequence on the users especially among the youths who constitute the majority of the users. At the global level, almost all literate people are active on social media as users of different platforms. Be that as it may, social media has become an integral part of students' lives with all its vulnerabilities. Young people are particularly vulnerable to new trends in internet use. While it offers numerous benefits, the influence of social media on students' academic performance cannot be overlooked. School children often lose themselves in the virtual world, forgetting about the real world. This leads to difficulties in physical contacts with family or peers and in coping with their academic programmes which results to a decline in academic performance. Some young people try to gain popularity on the Internet at all costs, thinking that only this will make them better people Kirschner and Karpinski (2010). The massive popularity of social media platforms among secondary school students have attracted the interest of scholars and policymakers, fostering research aimed at establishing their influence on students' risk behaviors and well-being. This is particularly pertinent in boarding secondary schools, where students may have limited access to parental guidance and supervision. Therefore, it is crucial for schools to implement effective strategies for managing social media usage among

secondary schools students Imo state. The primary administrative school strategies to managing social media usage in secondary schools are the precautionary or proactive and supportive approaches. These strategies will expose students to the proper use of social media and the potential pitfalls of the wrong usage. It is pertinent to examine these administrative strategies adopted principals for managing social media usage among secondary school students in Imo state.

## **Literature Review**

### **Precautionary Strategies**

**Educating students about digital citizenship:** This is where students are taught about online safety, etiquette, and responsibility. This could be done through students' forum and orientation, workshops, seminars, and discussions led by school counselors or invited experts in the field. This will encourage responsible social media use both in private and public space, students will learn to be masters of themselves in the digital world. Also Social media awareness campaigns should be organized periodically to raise awareness about social media's impact on mental health.

**Establishment of clear guidelines and policies regarding the use of social media:** This is setting specific boundaries and rules for the use of electronic devices and social networking platforms within the school premises. This can help minimize distractions and ensure that students remain focused on their studies (Heitner, 2018). Additionally, schools can consider implementing technology solutions, such as firewall restrictions or designated browsing times, to manage students' access to social media during specific hours and stating the consequences for offenders. Furthermore, fostering a supportive and engaging school environment can also play a crucial role in managing the influence of social media use on students' academic performance. Encouraging extracurricular activities, organizing educational events, and providing academic support services can help students find alternative and constructive ways to spend their

time, thus reducing their reliance on social media for entertainment or social interaction (Odgers, 2020). Therefore, alternative activities and clubs should be provided to reduce social media use during school hours.

**Monitoring and supervision:** This is about regular monitoring of the social media activity and supervision of student's use of media platforms during school hours. This can be done by making sure that students don't have access to their phone or laptop computers outside the time allotted for it in the school program. School can deploy network filtering which blocks access to social media sites or restrict online content. There should be done by the introduction of software tool monitoring tools such as Bark, Security, or GoGuardian track online activity or Hootsuite or sprout social media conversations. Also, social media managers should be designated to monitor the social media account of the students. This will include teacher supervision or overseeing the online activities of the students in the classroom. However, there should be balanced monitoring with student autonomy based on level of maturity, age and risk by ensuring that student privacy are kept while keeping up with the evolving social media platforms. This can be done by implementing measures that ensure student safety while promoting responsible online behavior. Monitoring here could be active, continuous or passive and periodic or self-regulating where students are encouraged to self-regulate their online behaviour. Kai (2016) says that, at secondary school levels in Kenya, various strategies have been used to manage the social media influence on students' discipline. Among the measures various schools have put in place include the suspension of students found with mobile phones in schools for the period of 14 days as stipulated in the Education Act 2013. This is also applicable in most secondary school in Nigeria. He continued by saying that another strategy is by making sure that all electrical sockets in the school dormitories are disabled to ensure that students who may sneak phones into the school have nowhere to charge them. Similarly, most secondary some schools have standing instructions and regulation to their non-teaching and

domestic staff not to handle mobile phones from students or receive calls for students while in school without the express permission from the school administrator. If regulation is floated both staff and the student will face the consequences which might include open destruction of mobile phones or instant suspension. Training and instructing of school security personnel to inspect and confiscate mobile phones from students during resumption days at the school gates has been an effective strategy in many schools. Schools with computer laboratories have rules in place that do not allow students to access the computers without the supervision of the computer teachers. All these have been used as strategies for managing social media device misuse in schools

**Parental involvement:** This requires the engagement of parents in discussions about social media use and its impacts on their children both in the school and at home. In as much it is necessary for parents to provide their children with smart phones and Laptop computer as education resources; they should be carried along in fostering discussions around proper use of these devices in order to maximize their benefits. They should be able to monitor the online activities of their children at home and regulate the period they spend on their phone and internet. Also, during Parents –Teachers meeting, the school management will communicate and involve parents in the development of social media policies of the school, there by being part of social media discussions in the school.

**Cyber bullying prevention:** Implement programs to prevent and address cyber bullying and online harassment procedure. Here such programs are introduced to let the students understand what constitute to cyber-crimes and the implications thereof.

### **Supportive Strategies**

**Teacher training and capacity building:** This provides teachers with training on social media's impacts and how to address it in the classroom. The management should as well encourage teacher-student online interactions. At this time, school management should develop and support teacher-led social media

projects that will assist and empower teachers to be up to date with the new trends and emerging social media technologies in education as such Artificial Intelligence (AI) that is defining and revolutionizing educational products today.

**Student-led initiatives:** This is about encouraging student-led initiatives to promote responsible social media use. Student are encouraged to form a school online visibility platform where the activities of the school are made visible to the online community there by projecting and marketing the school programs and projects for better understanding. Most schools that have this have attracted and recorded much attention to their school.

**Counseling and psycho-social support services:** This is the provision of a recovery or psycho-social system to the students who have been negatively influenced by their wrong or excessive use of social media. When students are exposed to harmful sites on the social media, they impact on the mental health of the individual thus leading to addiction of a kind. Most students who have had negative influence resulting from improper use of social media are provided with this support system by the school counselors to resolve them to sanity.

**Organizing digital literacy programs:** schools should implement programs that teach students to critically evaluate online information. This is because most of the times information out there on the social media needs to be filtered. This is an art of leading the students to making informed choices among different alternatives online. It means teaching them about critical thinking and online navigation skills. This enhances their gradual online freedom and test of the demonstration of self-responsibility and online vigilance

By implementing strategies such as education and awareness, clear guidelines and policies, and fostering a supportive school environment, secondary schools can effectively manage the impacts of social media and empower students to maintain a balance between their online activities and their academic pursuits thus and promote a healthy online environment. In conclusion, the influence of social media usage on students' academic excellence in secondary schools in Imo

state is a pertinent issue that requires proactive measures. Therefore, there is an urgent need to analyze the administrative strategies adopted by the principals for managing social media usage among secondary school students in Imo state

### **Statement of the problem**

The use of social media is rapidly increasing among the tech-savvy generation of high school students. The increasing popularity of social media among secondary school students and the digital community makes it of particular interest to the modern day researcher. Virtually every secondary student has a smart phone or Laptop computer. They are believed to be among the most important educational and social media resources. Social media system itself no doubt facilitates the continuous exchange of information and communication between students and teachers, makes learning interesting and assists students in various ways. However, most students have become so much addicted to the use of social media to the extent of self forgetfulness. It is a common site to see many students going to school with their phones and many are seem checking their social media account almost at all times. There is seemly no limit to their use of these social media Apps either in the school, classroom, on the road and on social activities. To some students it has replaced books and making studies very difficult to cope with thus resulting to academic poor performance. One wonder if there are administrative strategies adopted by the secondary school administrator towards the management of social media usage among secondary school students Imo state. This effect, the study is to investigate the administrative strategies adopted for the management of social media usage among secondary school students in Imo State.

### **Purpose of the study:**

The purpose of the study is to ascertain the administrative strategies adopted by Principals for managing social media usage among secondary school students in Imo State. Specifically, the study sought to find out

- 10 The precautionary strategies adopted by Principals for managing social media usage among secondary school students in Imo State
- 11 The Supportive strategies adopted by Principals for managing social media usage among secondary School students in Imo State.

### **Research Questions:**

The following research questions guided the study,

1. What are the precautionary strategies adopted by principals for managing social media usage among secondary school students in Imo State.
2. Are there supportive strategies adopted by principals for the managing social media usage among secondary school students in Imo State.

### **Method**

The study adopted a descriptive survey research design with a population of 300 principals in public secondary school in Imo State. Simple random sampling technique was used to select 178 principals for the study.

The researcher developed instrument titled Administrative Strategies for Managing the usage of social media among secondary school student questionnaire (ASMUSMASSSQ) which contained 20 items designed in two clusters on a 4-point scale of Strongly Agreed –SA (4), Agreed –D (3), Strongly Disagreed-SD (2) Disagreed-D (1). This was used as the instrument for data collection. The instrument was validated by three experts, two from the Department of Educational Management and Policy and one from Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University Awka.

The instrument's reliability was determined by a pilot test carried out in Anambra state secondary schools. The instrument was administered to 20 principals of secondary schools. The data obtained were analyzed using the Cronbach Alpha coefficient which yielded an alpha coefficient of 0.78. The questionnaire was administered to the respondents by the researcher with the aid of two research assistants.

Out of the 178 copies administered 168 were retrieved and used for data analysis showing a 95% return rate. The data collected for the study were analyzed using a mean and standard deviation. The mean was used to answer the research questions while the standard deviation was used to ascertain the homogeneity of the respondent's rating. Any item whose mean score is above the mean benchmark of 2.50 was regarded as agreed while a mean score below the mean benchmark of 2.50 were considered as disagreed.

## Results

**Research Question 1:** What are the precautionary strategies adopted by principals for managing social media usage among secondary school students in Imo State.

**Table 1:** Mean rating and Standard deviation scores of precautionary strategies adopted for managing social media usage among secondary school students in Imo State.

(N=169)					
S/N	Items	mean	SD	Remarks	
1	Educating students about digital citizenship	2.67	1.12	Agreed	
2	Setting clear rules and regulations on media use	2.73	0.93	Agreed	
3	Teaching on Cyber bullying prevention	2.25	1.11	Disagreed	
4	Parental involvement	2.57	1.05	Agreed	
5	Organizing digital literacy programs	2.57	1.16	Agreed	
6	Utilizing social media monitoring tools	2.27	1.21	Disagreed	
7	Designate a social media administrator	2.65	1.17	Agreed	
8	Conduct regular social media usage audits	2.72	1.12	Agreed	
9	Establish consequences for policy violators	2.55	1.18	Agreed	

10	Establish an incident response team	2.67	1.12	Agreed
<b>Grand Mean</b>		<b>2.62</b>	<b>1.11</b>	<b>Agreed</b>

Results presented in table1 showed that the mean scores of principals for items 3, 6 and 10 are below the mean decision level indicating disagreed. On the other hand, Principals mean scores for the rest of the other items are above the mean decision level which indicated that they agreed to those strategies as being adopted in their school to managing social media usage among their students in the school. The mean of mean score of 2.62 is above the mean decision level which showed that the precautionary strategies are adopted in managing social media usage among secondary school students in Imo state. Again, the pooled standard deviation scores of 1.11 indicates a convergence of their responses implying that their responses are homogenous.

**Research Question 2:** Are there supportive strategies adopted by principals for managing social media usage among secondary school students in Imo State.

**Table 2:** Mean rating and Standard deviation scores of Supportive strategies adopted by principals for managing social media usage among secondary school students in Imo State.

S/N	items	mean	SD	Remarks
1	Teacher online training/capacity building	2.20	1.17	Disagreed
2	Creating student-led social media campaigns	1.43	1.22	Disagreed
3	Counseling and psycho-social support service	1.32	1.03	Disagreed
4	Through teacher support-led online initiative	2.38	1.10	Disagreed
5	Establishing teacher–students online interactions	2.57	1.21	Agreed

6	Displaying online awareness posters and banners	2.50	1.25	Agreed
7	Inviting cyber safety experts to speak to students	2.65	1.12	Agreed
8	Creating school based social media feedback platform	2.37	1.08	Disagreed
9	Granting internet accessibility to students	2.52	1.20	Agreed
10	Encouraging students online presence	2.05	1.14	Disagreed
<b>Grand Mean</b>		<b>2.07</b>	<b>1.15</b>	<b>Agreed</b>

Results presented in table2 showed that the mean scores of principals for items 15, 16, 17 and 19 are above the mean decision level indicating agreed to those strategies as supportive to student social media use. However, Principals mean scores for the rest of the other items are below the mean decision level which indicated that they disagreed to those strategies as being adopted in their schools for managing social media usage among their students in the school. The mean of mean score of 2.07 is below the mean decision level which showed that supportive strategies have not been adopted in managing social media usage among secondary school students in Imo state. Again the pooled standard deviation scores of 1.15 indicate a convergence of their responses implying that their responses are homogenous.

## **Discussion**

It was found out that precautionary strategies were adopted by principals for managing social media usage among secondary students in Imo State. This finding was supported by Willard (2015) who opines that the strategies that schools should put in place include setting clear policy with a strong focus on educationally valuable on the use of the internet or no internet access. The policy must be supported by curriculum and professionalism at all levels. Schools should also develop clear expectations for teachers that all student use of the internet

should be for high quality, well planned instructional activities only. Moreover, student education about online safety and responsible use of social media is crucial. Also she advocated for effective technical monitoring of students while on internet by instructors and appropriate consequences like excluding the student from internet rooms for period of time while in school if found to have floated the rules and regulation. Continuing she proposed that schools should limit access to social media that is beyond students level of perception. Also recommends that instructors and administrators be empowered by law to filter the type of social media sites that the school allows students to access. Support this finding Nyongesa, Kiprop and Chumba (2019) opined that precautions or strategies should include focus, culling network, using lists and filters, using schedules, setting timers, among others. Raj (2016) supporting this assertion says that setting a timer of some sort, with an alarm that is a nuisance enough, as annoying as possible and out of reach of students when they are in computer laboratory should be insured to alert the school of any unauthorized access to the computer lab. The design of the sensor is to switch on the alarm when it detects the presence of a human being in the computer laboratory outside the set time. For Osborne (2014) Schools have a duty to care for their students, and, as such, the use of social media platforms has to be planned and executed appropriately in order to protect children from inappropriate communication, images or video. It was observed that Internet safety and responsible use is everyone's concern, but it should be of special concern for parents, because most students' internet use occurs at home. Schools can help by providing information and guidance to parents and encouraging parental involvement in their children's online activities.

Another finding of this study showed that supportive strategies have not been adopted for managing social media usage among secondary school students in Imo State. Even though the use of social media is very rampant among the students but it has become very difficult to regular students use. Today hardly can you see a student without a social media account where they engage in online

stuff at the detriment of their studies. This is in contradiction to the study of Onyewuchi (2017) who assert that most secondary school who organize online classes have enable most student to received much support towards the use of social media in education. But it is of common understanding today that among students there is that over reaching and detrimental exposure to various forms of social media influence and cybercrimes which they have learnt, these have had great impact on their moral life thus affecting their academic disposition. Most unfortunately our secondary schools do not have well trained teachers and support systems that should provide psycho-social support to students who are social media addicts and in need of mental health habitation resulting from excessive use and over exposure to social media. Supporting this view Leon (2012) says students who are addicted to social media in schools are hard to control due to intoxication by the social media. In agreement with this finding Adeoye (2021) opines that many students who are victims of cyber bullying require psycho-social support and counseling in order to restore their mental health. But these support services are lacking in schools today. Therefore, it is necessary for teachers to monitor what the students share between themselves because the school owns this not only as a matter of duty but also has responsibility to protect the society, the school and themselves against the irresponsible behaviour of the students. To this Brannan (2016) observes that social media websites have become notorious for cyber bullying as students post inappropriate content like pornography for the public to consume. They write hurtful messages about each other and their teachers as well. Some students have committed suicide for being exposed immorally on social media and being snatched social media devices in schools. Therefore, providing online safety support services are important in students' use of social media. Supporting this assertion, Willard (2015) says that all safe school personnel that include principals, counselors/psychologists, and school resource officers (teachers) should be well-informed about the sites and associated concerns. Ensuring that safe-school personnel have the ability to immediately

override the school filter to visit those sites to review material in the event of a report of concern is essential.

### **Conclusion**

The impacts of social media are increasing day by day from students to older individuals and access to social media has become very popular. Not only social activities but also news and advertisements in the world have been directed by social media. It can be claimed that the success of ICT and social media in different fields is very much overwhelming. It is ensured by using the internet and social media that individuals keep in touch with each other. As the internet becomes very common, it has become a different source of knowledge along with its use. Therefore, analyzing the administrative strategies adopted by principals for managing social media usage among secondary school students, the study found out that precautionary strategies were adopted while supportive have not been adopted in secondary schools Imo state. Also, social media have been discovered to be one of the emerging technologies in education and in society. Therefore, to fully harness the benefits of the use of social media among students in schools which has come as great innovation, training, and policy frameworks must be made. The success of social media and other digital initiatives depends on the availability of reliable internet access and digital tools, ability to monitor and supervise students' use of these devices in school and at home. Teachers also need proper training to effectively integrate and monitor the use of these new technologies in schools. Additionally, strong policy frameworks are necessary to guide these innovations and ensure that they are implemented in ways that benefit all students to avoid addiction and abuse. By addressing these areas, Imo state secondary school can build an educational system that not only meets global standards but also prepares its students to succeed in an increasingly interconnected social media world.

### **Recommendation**

Based on the research findings and conclusions, it is recommended that Imo state secondary education commission should set out rules and regulations which should be gazette on the use of social media among students while in school and should be domesticated in all secondary schools in the state and social media be adopted as teaching and learning tools rather than entertainment.

Principals and other stakeholders should provide social support services in their schools to help students. This can be done by employing experts and counselors who will sensitize students on online safety and responsible use of social media. The school should also set up students' online led initiatives and clubs for a critical and analytical development of tech interest.

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