THE EMPLOYMENT OF SOCIAL MEDIA ON SCHOOL LEADER-TEACHERS EXCHANGE

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ABSTRACT

This study aimed to investigate the degree of the employment of social media on school leader-teachers exchange. To achieve this purpose, the study addressed the degree of employment of social media on school leader-teachers exchange in three dimensions: the administrative dimension, the instructional dimension, and the interpersonal relationship dimension. This study used a descriptive survey research design and questionnaire to collect the data. The participants of this study included school leaders and teachers. The study was conducted in the school year of 2023. The study found that the overall mean of the degree of the employment of the social media on school leader-teachers exchange was classified as high. Additionally, the degree of employment social media on school leader-teachers exchange on the administrative dimension, the instructional dimension, and the interpersonal relationship dimension was classified as high. Finally, the findings showed that there were no statistically significant differences between groups with different gender, position, and years of experience regarding the degree of the employment of social media on school leader-teachers exchange.

Keywords: School leader, social media, exchange

INTRODUCTION

Schools as organizations contain many members with various and different duties and authorities. School leaders are responsible for leading the school by providing direction, instruction, support, and inspiration for teachers and staff. Additionally, teachers and staff are required to follow the rules and perform their tasks effectively. In fact, all school members work together to achieve their intended goals. The school environment has interaction and exchange between all members. Interaction and exchange are recognized as an important and critical concept to school leaders and teachers (Comstock & Margolis, 2020; Berg & Zoellick, 2019). As human beings, all school members interact and deal with each other.

Several studies indicated that the leader-member exchange affects all actions and practices in the organization. It affects effectiveness, improvement, creativity, interactive behavior, engagement, voice suggestions, self-efficacy, team task reflexivity, and voice behavior (Gao et al 2022; Liu et al, 2021; Tarkang et al, 2020; Jiang, 2017; Harris et al, 2009). Leader-member exchange impacts and plays an important role in subordinates' task performance and performance management (Scott & Zueig, 2021; Li et al, 2020; Setiawan, 2020; Chang et al, 2020). Also, another study indicated that the leader-member exchange has a significant effect on teacher commitment (Usadolo et al, 2022). This means that the good exchange in schools enables leaders, teachers, and staff to be positive, work hard, and go forward to achieve intended goals.

In this digital era, the school leaders' skills and abilities include using and employing technology. Powers and Green (2016) stated that "technology leadership by school principals is of critical importance for schools to provide these kinds of 21st century learning experiences" (p. 140). Demski (2012) argued for the seven elements of technology leadership in schools which are 1) creating an atmosphere that inspires innovation, 2) fostering collaboration, 3) being open to new ideas, 4) being a connected learner personally, 5) locating and providing appropriate resources, 6) taking risks, and 7) having a visionary focus. This means that the school leaders are required to adapt to this technological change in order to foster an adequate learning environment.

According to the body of empirical studies, social media can influence job performance and member satisfaction. Song et al. (2019) indicated that using social media for communication can improve job performance. Also, Parveen et al. (2015) found that social media affects job performance and satisfaction. Wang et al. (2023) revealed that social media play a positive role in employees' workplace anxiety. Other scholars found that using social media improves relationships between leaders and individuals (Tijunaitist & Shultz, 2019, Tajudeen et al., 2018). School leaders can use social media to get positive feedback from members and build trust (Sheninger, 2014; Bowman, 2018). Social media enables school leaders to manage activities and events as well as share useful resources, links, and learning information (Sheninger, 2014; Chugh & Ruhi, 2017).

Social media can impact learning, teaching, and students' achievements. Social media helps to increase students' achievement through engagement, collaboration, improving skills, enhancing students' learning, classroom activities, and building connectedness (Barczyk & Duncan, 2013; Powers & Green, 2016). Social media became vital for learning in the classroom (Humber, 2021). Romero-Hall et al. (2018) underscored that "social media spaces provided awareness of self-directed, voluntary, and informal learning opportunities" (p. 89). Consequently, social media platforms provide many choices that facilitate learning and then improve students' performance.

Therefore, the purpose of this study was to investigate the degree of employment of social media on school leader-teachers exchange. To achieve this purpose, these questions were answered:
1. What is the degree of employment of social media on school leader-teachers exchange in the administrative dimension?
2. What is the degree of employment of social media on school leader-teachers exchange in the instructional dimension?

3. What is the degree of employment of social media on school leader-teachers exchange in the interpersonal relationship dimension?

4. Are there differences between participants based on gender, position, and years of experience regarding the degree of employment of social media on school leader-teachers exchange?

LITERATURE REVIEW

To explain and understand interactions and relationships in school settings, the leader-member exchange theory provides a clear explanation. Leader-member exchange theory is grounded in the earlier works of Graen and Cashman (1975), Dansereau et al. (1975), Graen (1976), Graen and Uhl-Bien (1995) that focus on relationships and social exchange in organizations, which was called vertical dyadic relationships. The main concept of this theory is that the nature of leadership emphasizes that the leader has varying behaviors with different followers. Yukl (2013) stated that "leaders develop an exchange relationship with each subordinate as the two parties mutually define the subordinate's role. The exchange relationships are formed on the basis of personal compatibility and subordinate competence and dependability" (p. 222). The leader-member exchange theory highlights that the leaders develop the exchange relationships with their followers over time.

Leader-member exchange also includes negotiation, latitude, influence, shared values, obligation, and mutual trust (Schriesheim et al, 1999; Ferris et al, 2009). This indicates that the leader-member exchange theory emphasizes the relations and connections between all individuals in schools. Leader-member exchange concentrates on the concept of differentiation, which means that the quality of relationships and exchanges affect social content and the workplace (Henderson et al., 2008; Vidyarthi et al., 2010). The relationships and exchanges in schools as a social system are complex and interactive processes that impact all actions and procedures.

The mutual exchanges between leaders and members as a dynamic of leadership-followership exist in schools as organizations. "The leader gives things of value to followers such as a sense of direction, values, and recognition, and receives other things in return such as esteem, and responsiveness" (Hollander, 1987, p. 16). This refers to the fundamental contract of relationships between leaders and members. Bass and Bass (2008) stated that "the concept of leader-member exchange originated with the phenomenon that leaders of a group or work unit tend to perceive each member as in-group or out-group" (p. 419). Clearly, leaders establish and maintain relations with all school members with different intentions.

Leader-member exchange theory divides members in any organizations into two different groups: the in-group and the out-group. First, members who belong to the in-group receive further information, more influence, support, and trust from leaders. The members in this group are confident, dependable, involved, and communicative. Second, members who belong to the out-group have low mutual influence, do formal jobs, and receive only standard things from leaders (Dansereau et al, 1975; Graen, 1976; Yukl, 2013, Northouse, 2013). In fact, members in the in-group work hard and perform extra jobs, and they receive more benefits. The members in the out-group do less and perform only their work as well as receive fewer benefits.

According to Graen and Uhl-Bien (1991, 1995), leader-member exchange can be developed over time through three phases: 1) the stranger phase in which the leaders and members' relations are based on job descriptions and in roles which are defined. The quality of exchange is low, the reward direct, and communication is only one way. 2) The acquaintance phase is when the leader begins improving social relations, sharing more things and values with members. The quality of exchange has been developed to be medium. There is trust and respect, as well as self and other interests. 3) The mature partnership phase is when leaders have a high-quality exchange with members. They develop a high degree of mutual respect, trust, obligation, and reciprocity.

The leader-member exchange theory supposes that the leaders always have different relationships with their different members. Wu et al (2010) found that the exchange between leaders and members can be negative in some

situations. On the other hand, these exchanges may have positive effects in other situations which can influence individuals' self-efficacy, cooperation, and team competition. Yukl (2013) stated that "the challenge for a leader is to develop differentiated relationships with some subordinates to facilitate achievement of the team's mission, while maintaining a relationship of mutual trust, respect, and loyalty with the other subordinates" (p. 225). Additionally, Northouse (2013) underscored that "a leader should develop high-quality exchanges with all of the leader's subordinates rather than just a few" (p. 166). Clearly, different exchanges between leaders and members affect actions and processes in schools.

There are multiple variables that affect the leader-member exchange in organizations such as schools. Obeng et al. (2021) found that the organizational climate and harmonious work passion have a significant influence on the leader-member exchange. Li et al. (2020) revealed that the size of the group in the organization affects the leader-member exchange. Seo and Lee (2017) discovered that the positive group tone, interpersonal justice climate, trust, and support have an important impact on the leader-member exchange. These findings indicate that the workplace environment, leaders, and members' actions and characteristics formalize the leader-member exchange.

Effective leadership contributes to improving the leader-member exchange. Northouse (2013) wrote that "leaders should look beyond their own work unit and create high-quality partnerships with people throughout the organization" (p. 169). A set of studies revealed that the leaders' traits, characteristics, and behaviors are predictors of relationships between leaders and members. Nahrgang et al. (2009) emphasized that the personality traits of both leaders and members predicted the quality of leader-member exchange. Waglay et al. (2020) found that transformational leadership plays an effective role on leader-member exchange. The study of Peng et al. (2019) showed that coaching leadership improves the quality of leader-member exchange. Also, Comstock and Margolis (2020) provided evidence that the quality of leader-member exchange was affected by leadership initiative. In fact, to ensure the quality of exchanges and relationships in schools, the traits of personality and behaviors for all individuals must be considered. School leaders need to employ innovative ways to communicate with school members and obtain their feedback that will enhance trust and positive culture.

Social media is used as a tool to communicate and interact with individuals and teams in schools. Kaplan and Haenlein (2010) defined social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content" (p.61). Also, Boyd and Ellison (2008) defined social media as "web-based services that allow individuals to, 1) construct a public or semi-public profile within a bounded system, 2) articulate a list of other users with whom they share connections, and 3) view and traverse their list of connections and those made by others within the system" (p. 211). Bryer and Zavattaro (2011) stated that "Social media are technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders" (p. 327). These definitions refer to the fact that social media are technological applications used to connect with others to share data and information and receive feedback. Consequently, school leaders are required to use these tools in their actions and practices.

Social media platforms were established by the end of the last century and became a global trend. During the first decade of this century, many social media tools were launched, including Facebook, LinkedIn, Twitter, and YouTube (Junco et al, 2011). Social media tools have changed and improved over time from email to more complex and smart applications such as WhatsApp, Snapchat, Instagram, Zoom, and TikTok (Hamadi et al., 2020). Therefore, such social media gained various organizational attention rapidly (Papa et al, 2018; Song et al, 2019). These social media sites and applications allow many users to connect with their colleagues and friends easier and faster. They become more popular and are commonly used globally in all organizations, including schools.

Social media platforms can be used for two main functions, including vertical and horizontal communications. First, vertical communication occurs between members with different hierarchical levels. The purpose of this communication is to provide information and describe roles and responsibilities of followers (Bartels et al, 2010; Davison et al, 2014; Wong et al, 2016). This vertical communication between leaders and followers is from top to

down or from down to top. Second, horizontal communication occurs between members on the same hierarchical level. Communication provides information related to tasks, improving relationships, and building team cohesion and belonging (Bartels et al, 2010; Davison et al, 2014; Wong et al, 2016). This communication is between employees in the same position. Social media is used for vertical communication in schools, such as between leaders and teachers, as well as between teachers and students. Meanwhile, horizontal communication in schools is between teachers or between students (Bowman, 2018; Ardeni et al, 2021; Humber, 2021).

Recently, school leaders recognized that they need to employ social media as important tools for many purposes. Wang (2013) wrote that "all levels of educational institutions have embraced a new way of using social media to communicate with stakeholders" (p. 60). Social media enables school leaders to communicate with the school community and parents (Dembo, 2015; Kellough & Hill, 2014; Larkin, 2015). Stoller (2013) stated that social media platforms provide a significant opportunity for schools, faculty, and staff. Lu and Churchill (2012) conclude that using social media provides an opportunity to share digital resources, interact faster, and ensure quick decision making. Furthermore, social media facilitates knowledge sharing intentions and organizational commitment (Moqbel et al, 2013; Leonardi, 2015; Davison et al, 2018; Asghar et al, 2022). These findings indicate that social media plays a direct role in improving the communication process in schools for leaders, members, and others.

METHODOLOGY

The methodology section presented research design, study participants, study instrument, data collection procedures, and data analysis process.

Research Design
The study was descriptive-quantitative in nature. The descriptive research was categorized as a survey research design. Leedy and Ormrod (2015) wrote that "survey research involves acquiring information about one or more groups of people—perhaps about their characteristics, opinions, attitudes, or previous experiences—by asking them questions and tabulating their answers" (p. 159). This survey research design was used by asking the participants about the degree of the employment of social media on school leaders-teachers exchange.

Participants
The study was conducted in three school districts in Saudi Arabia. The population of this study includes all public leaders and teachers in these three school districts. These school districts were Riyadh School District, Jeddah School District, and Asir School District. The random sampling technique was used to select participants from these school districts. All school leaders and teachers were invited to participate in this study by distributing the instrument to all of them. Finally, the data of this study was obtained from the participants as described in Table 1.

Table 1: *Participants of the Study*

Variable	Types	*n*	%
	Males	171	43.4
Gender	Females	223	56.6
	School Leader	118	30
Position	Teacher	276	70
	> 5 years	61	15.5
Years of experience	5-10 years	70	17.8
	<10 years	263	66.7
Total of Participants			394

Instrument

A questionnaire was used to collect the data for this study. To develop the questionnaire, relevant literature and empirical studies were reviewed. The questionnaire aimed to investigate the perceptions of school leaders and teachers regarding the degree of the employment of social media on school leader-teachers exchange. The questionnaire includes two sections. The first section describes the study participants. The second section consists of 35 items. The first draft of the questionnaire was reviewed by professors in educational leadership and educational studies to ensure the content validity. Then, the questionnaire was revised by modifying and correcting items. Finally, the final version of the questionnaire was completed.

The final version of the questionnaire includes two sections. The first section collected participants' demographic information based on gender (male-female), position (school leader- teacher), and years of experience (> 5 years, 5-10 years, <10 years). The second section consisted of 27 items. These 27 items were divided into three dimensions: a) an administrative dimension (9 items), b) an instructional dimension (9 items), and c) an interpersonal relationship dimension (9 items). A 3-point Likert-type scale was used. The respondents rated items by using one of these three points: 1) low, 2) moderate, or 3) high. To ensure the internal validity, the Pearson Correlation Coefficient was used as presented in Tables 2 and 3.

Table 2: *Pearson Correlation Coefficient of the Questionnaire Dimensions*

Dimensions	Items	The Coefficient	Correlation
Administrative dimension	9	**0.89	
Instructional dimension	9	**0.92	
Interpersonal relationship dimension	9	**0.90	

Table 3: *Pearson Correlation Coefficient of the Questionnaire Items*

Administrative Dimension		Instructional Dimension		Interpersonal Relationship Dimension	
Items	Pearson Correlation	Items	Pearson Correlation	Items	Pearson Correlation
1	**0.72	10	**0.74	19	**0.84
2	**0.71	11	**0.73	20	**0.85
3	**0.78	12	**0.81	21	**0.86
4	**0.71	13	**0.84	22	**0.85
5	**0.77	14	**0.73	23	**0.86
6	**0.78	15	**0.78	24	**0.81
7	**0.80	16	**0.76	25	**0.71
8	**0.79	17	**0.82	26	**0.81
9	**0.79	18	**0.82	27	**0.84

To determine the reliability of the questionnaire, the Cronbach's Alpha was computed as presented in Table 4.

Table 4: *Cronbach's Alpha of the Questionnaire Dimensions*

Dimensions	Items	Cronbach's Alpha
Administrative dimension	9	0.90
Instructional dimension	9	0.91
Interpersonal relationship dimension	9	0.93
All items	27	0.96

Data Collection Procedures

The data for this study was collected during the school year of 2023. Official permission was obtained from school districts to invite the participants in this study. The online questionnaire technique was used. The online link for the questionnaire was sent to selected school districts, which was then forwarded to school leaders and teachers across the district. The participants began answering the questionnaire by clicking on the online link. They had access to the online questionnaire for 6 weeks. Most participants completed the questionnaire within four weeks. After that, a follow-up reminder email was sent to those who had not yet participated, and during the last two weeks, the remaining participants responded. Finally, the link to the questionnaire was closed.

Data Analysis

To analyze the data of this study, descriptive and inferential statistics were employed. Version 23 of SPSS was used. To describe the participants in this study, frequencies and percentages were utilized. The Pearson Correlation Coefficient was calculated to measure the internal validity, and Cronbach's Alpha was used to measure the reliability of the questionnaire. Additionally, the Skewness and Kurtosis tests computed normality of data distribution. To answer questions one, two, and three, means and standard deviations were employed. To answer these questions, the investigator used a rating scale with the formula: (3-1)/3+1, as shown in Table 5.

Table 5

Rating Scale of Mean Scores

Range of Score	Degree
1.0 -1.66	Low
1.67- 2.33	Moderate
2.34- 3.0	High

Finally, to answer question four regarding the differences between two groups based on gender (male-female) and two groups based on position (school leader-teacher), the t-test for two independent samples was computed. Additionally, the one-way analysis of variance (ANOVA) was used to examine the differences among groups with different levels of experience (less than 5 years, 5-10 years, more than 10 years).

FINDINGS

First, to measure the normality of data distribution, the Skewness and Kurtosis tests were computed. When the value of Skewness and Kurtosis are between -1.96 and +1.96, this means the data are normally distributed (Field, 2013; Privitera, 2012). In this study, the findings showed that the Skewness Value is 1.75, while Kurtosis Value is .98. These findings are neither below -1.96 nor above +1.96. This indicates that the data of this study are normally distributed in terms of Skewness and Kurtosis.

To answer the questions of this study, the collected data were analyzed, and the findings are presented in this section as follows:

1. What is the degree of the employment of social media on school leader-teachers exchange in the administrative dimension? To answer this question, the means and standard deviations for each item and dimension were calculated and presented in Table 6.

Table 6: *The Mean, Standard Deviation, Degree, and Rank of the Employment of Social Media on School Leader-Teachers Exchange in the Administrative Dimension*

N	Items	*M*	*SD*	Degree	Rank
1	Describing the roles and responsibilities for school members.	2.50	0.60	High	3
2	Sharing the school vision, mission, and goals.	2.62	0.52	High	1
3	Establishing executive plans in school.	2.35	0.68	High	5
4	Facilitating the supervision and control in school.	2.55	0.59	High	2
5	Supporting the decision-making process.	2.28	0.68	Moderate	7
6	Improving the overall performance of school members.	2.31	0.70	Moderate	6
7	Enhancing the empowerment process of school members.	2.35	0.66	High	5
8	Developing organizational effectiveness in school.	2.48	0.61	High	4
9	Strengthening organizational commitment in school.	2.48	0.63	High	4
	Overall Mean	2.44	0.48	High	

Table 6 presents the means, the standard deviations, and the degree of the employment of social media on school leader-teachers exchange in the administrative dimension, along with the overall mean score. Within this dimension, the mean scores of the items ranged from 2.28 to 2.62. Seven items were classified as high, while two items were classified as moderate. The participants scored item 2 the highest, with a mean of *M* = 2.62, while they scored item 5 the lowest, with a mean of *M* = 2.28. Finally, the findings indicated that the overall mean for the degree of the employment of social media on school leader-teachers exchange in the administrative dimension was classified as high, with a mean of *M* = 2.44.

2. What is the degree of the employment of social media on school leader-teachers exchange in the instructional dimension? To answer this question, the means and standard deviations for each item and dimension were calculated and displayed in Table 7.

Table 7: *The Mean, Standard Deviation, Degree, and Rank of the Employment of Social Media on School Leader-Teachers Exchange in the Instructional Dimension*

N	Items	M	SD	Degree	Rank
10	Providing opportunity for professional development in school.	2.36	0.70	High	8
11	Enabling school members to share knowledge and information	2.67	0.55	High	1
12	Helping school leaders to support school members.	2.56	0.59	High	3
13	Helping school leaders to provide accurate feedback.	2.41	0.66	High	7
14	Providing accurate communication channels for school members.	2.65	0.56	High	2
15	Helping school leaders and members to solve problems.	2.30	0.68	Moderate	9
16	Creating a positive school environment.	2.49	0.60	High	5
17	Supporting all teamwork in school.	2.54	0.57	High	4
18	Using to implement learning in school.	2.46	0.64	High	6
	Overall Mean	2.49	0.48	High	

Table 7 displays the means, the standard deviations, and the degree of the employment of social media on school leader-teachers exchange in the instructional dimension, along with the overall mean score. In the instructional dimension, the mean scores of the items ranged from 2.30 to 2.67. Eight items were classified as high, while one item was classified as moderate. The participants scored item 11 the highest, with a mean of $M = 2.67$, while they scored item 15 the lowest, with a mean of $M = 2.30$. Ultimately, the findings indicate that the overall mean for the degree of the employment of social media on school leader-teachers exchange in the instructional dimension was classified as high, with a mean of $M = 2.49$.

3. What is the degree of the employment of social media on school leader-teachers exchange in the interpersonal relationship dimension? To answer this question, the means and standard deviations for each item and dimension were calculated and revealed in Table 8.

Table 8: *The Mean, Standard Deviation, Degree, and Rank of the Employment of Social Media on School Leader-Teachers Exchange in the Interpersonal Relationship Dimension*

N	Items	M	SD	Degree	Rank
19	Helping school leaders to take care of all members.	2.52	0.61	High	4
20	Improving relationships between school leaders and members.	2.50	0.62	High	5
21	Enhancing the mutual trust between school leaders and members.	2.50	0.63	High	5
22	Enhancing the mutual respect between school leaders and members.	2.55	0.59	High	3

23	Supporting school leaders to consider attitudes and interests of all members.	2.45	0.66	High	7
24	Enabling school leaders and members to be active in school.	2.56	0.59	High	2
25	Facilitating personal interaction between school leaders and members.	2.69	0.53	High	1
26	Strengthening organizational belong.	2.46	0.63	High	6
27	Helping school leaders to understand the dynamic of groups.	2.46	0.63	High	6
	Overall Mean	2.52	0.51	High	

Table 8 reveals the means, the standard deviations, and the degree of the employment of social media on the school leader-teachers exchange in the interpersonal relationship dimension, along with the overall mean score. In this dimension, the mean scores of the items ranged from 2.45 to 2.69. All items were classified as high. The participants scored item 25 the highest, with a mean of M = 2.69, while they scored item 23 the lowest, with a mean of M = 2.45. Lastly, the findings indicate that the overall mean for the degree of the employment of social media on school leader-teachers exchange in the interpersonal relationship dimension was classified as high, with a mean of M = 2.69.

4. Are there differences between participants based on gender, position, and years of experience regarding the degree of employment social media on school leader-teachers exchange? To answer this question, the t-test for two-independent samples and one-way analysis of variance (ANOVA) were used, and the findings are presented in Tables 9, 10, and 11.

Table 9: *T-test of Two-independent Samples of Male and Female Participants Regarding the Degree of the Employment of Social Media on School Leader-Teachers Exchange*

Variables	Gender	n	M	SD	t-value	df	Sig.
Administrative Dimension.	Male	171	21.32	4.22	2.61	392	.225
	Female	223	22.47	4.43			
Instructional Dimension.	Male	171	21.83	4.65	2.53	392	.059
	Female	223	22.95	4.11			
Interpersonal Relationship Dimension.	Male	171	22.40	4.88	1.19	392	.100
	Female	223	22.46	4.36			
Overall	Male	171	65.56	12.48	2.31	392	.591
	Female	223	68.39	11.75			

Table 9 presents the findings of the t-test for two-independent samples, which explore the differences between male and female participants regarding the degree of the employment of social media on the school leader-teachers exchange. The table shows that the t-test for two-independent samples did not find a statistically significant difference in the overall the degree of the employment of social media on the school leader-teachers exchange between males (N = 171, M = 65.56, SD = 12.48) and females (N = 223, M = 68.39, SD = 11.75), t (392) = 2.31, p = .591. Additionally, the findings reveal that there was no statistically significant difference in the administrative

dimension between males (N = 171, M = 21.32, SD = 4.22) and females (N = 223, M = 22.47, SD = 4.43), *t* (392) = 2.61, *p* = .225, the instructional dimension between males (N = 171, M = 21.83, SD = 4.65) and females (N = 223, M = 22.95, SD = 4.11), *t* (392) = 2.53, *p* = .059, and the interpersonal relationship dimension between males (N = 171, M = 22.40, SD = 4.88) and females (N = 223, M = 22.46, SD = 4.36), *t* (392) = 1.19, *p* = .100. These findings indicate that males and females demonstrated similar perceptions regarding the degree of the employment of social media on the school leader-teachers exchange.

Table 10: *T-Test of Two-Independent Samples Base on Position of Participants Regarding the Degree of the Employment of Social Media on School Leader-Teachers Exchange*

Variables	Position	n	*M*	*SD*	*t*-value	*df*	*Sig.*
Administrative Dimension.	School Leader	118	22.17	4.36	602.	392	.688
	Teacher	276	21.88	3.39			
Instructional Dimension.	School Leader	118	22.71	4.45	724.	392	.590
	Teacher	276	22.36	4.36			
Interpersonal Relationship Dimension.	School Leader	118	23.05	4.54	.940	392	.826
	Teacher	276	22.58	4.62			
Overall	School Leader	118	67.94	12.28	.835	392	.738
	Teacher	276	66.83	12.08			

Table 10 presents the findings of the t-test for two-independent samples, which examine the differences between school leader and teacher participants regarding the degree of the employment of social media on school leader-teachers exchange. The table shows that the t-test for two-independent samples did not find a statistically significant difference in the overall the degree of the employment of social media on school leader-teachers exchange between school leaders (N = 118, M = 67.94, SD = 12.28) and teachers (N = 276, M = 66.83, SD = 12.08), *t* (392) = .835, *p* = .738. Furthermore, the findings indicate that there was no statistically significant difference in the administrative dimension between school leaders (N = 118, M = 22.17, SD = 4.36) and teachers (N = 276, M = 21.88, SD = 3.39), *t* (392) = .602, *p* = .688, the instructional dimension between school leaders (N = 118, M = 22.71, SD = 4.45) and teachers (N = 276, M = 22.36, SD = 4.36), *t* (392) = .724, *p* = .590, and the interpersonal relationship dimension between school leaders (N = 118, M = 23.05, SD = 4.54) and teachers (N = 276, M = 22.58, SD = 4.62), *t* (392) = .940, *p* = .826. These findings indicate that school leaders and teachers had similar perceptions regarding the degree of the employment of social media on school leader-teachers exchange.

Table 11: *One-Way Analysis of Variance (ANOVA) Based on Experience Regarding the Degree of the Employment of Social Media on School Leaders-Teachers Exchange*

Variables	Source of Variance	Sum of Squares	*df*	Mean Square	*F*	*sig.*
Administrative Dimension.	Between Groups.	11.34	2	5.67	.295	.745
	Within Groups.	7526.39	391	19.24		
Instructional Dimension.	Between Groups.	28.23	2	14.11	.732	.482
	Within Groups.	7537.84	391	19.27		
Interpersonal Relationship	Between Groups.	33.58	2	16.79		

Dimension.	Within Groups.	8286.81	391	21.19	.792	.454
Overall	Between Groups.	177.55	2	88.77	.601	.549
	Within Groups.	57767.38	391	147.74		

Table 11 presents the one-way analysis of variance findings that explore the differences among participants with different years of experience (> 5 years, 5-10 years, and < 10 years) regarding the degree of the employment of social media on school leader-teachers exchange. The table shows that the differences were not statistically significant among participants in terms of the degree of the employment of social media on school leader-teachers exchange F (2, 391) = .601, p = .549. Furthermore, the findings indicate that the differences were not statistically significant among groups in the administrative dimension F (2, 465) = .295, p = .745; instructional dimension F (2, 465) = .732, p = .482; and interpersonal relationship dimension F (2, 465) = .792, p = .454. These findings imply that the participants in this study, with different levels of experience, demonstrated similar perceptions regarding the degree of the employment of social media on school leader-teachers exchange.

DISCUSSION

This section provides a discussion of the findings. The study found that the overall mean of the degree of the employment of social media on school leader-teachers exchange was classified as high. This finding suggests that employing social media platforms in school settings has been important and necessary, especially in this digital era. It may also indicate that school leaders and teachers have the abilities and interests to use social media, which provides them with opportunities and benefits in their daily actions and practices. This discussion is supported by previous studies (Papa et al., 2018; Song et al., 2019) that emphasized the rapid increase in organizational attention to social media. Also, Stoller (2013) found that social media platforms provide a significant opportunity for schools and school educators.

According to the findings, the degree of the employment of social media by school leader-teachers exchange in the administrative dimension was classified as high. This finding may suggest that social media helps school leaders perform many administrative tasks and responsibilities, contributing to improved performance and effectiveness. This discussion is supported by a set of studies that indicated that leadership behaviors and actions affect the quality of leader-member exchange (Waglay et al, 2020; Peng et al 2019; Comstock & Margolis, 2020). Also, other previous studies support this explanation. Moqbel et al. (2013) and Leonardi (2015) pointed out that social media facilitate knowledge-sharing intentions and organizational commitment. Lu et al. (2015), Song et al. (2019), Parveen et al. (2015) found that using social media can improve job performance and satisfaction.

The study found that the degree of the employment of social media on school leader-teachers exchange in the instructional dimension was classified as "high." This finding might imply that school leaders and teachers can use social media for various instructional tasks in schools. Social media can be employed to address different instructional issues in schools. Several studies mentioned that school leaders can manage activities and events as well as share useful resources, links and learning information (Sheninger, 2014; Chugh & Ruhi, 2017) to get positive feedback and build trust (Sheninger, 2014; Bowman, 2018) to enhance students' learning, classroom activities and build connections (Barczyk & Duncan, 2013). Last, Powers & Green (2016) revealed that school leaders using social media in the classrooms for instructional purposes.

The findings of this study indicate that the degree of the employment of social media on school leader-teachers exchange in the interpersonal relationship dimension was classified as high. This finding could indicate that social media increases the interaction and communication between school leaders and teachers. Furthermore, social media provides an accurate technique for communication that improves relationships and exchanges. Relevant studies emphasized that. Dembo (2015) found the social media enables school leaders to communicate with the school community and parents. Tijunaitist and Shultz (2019); Tajudeen et al (2018) underscored that using social

media improves relationships between leaders and individuals. Additionally, the traits of personality play a significant role on the quality of leader-member exchange. Nahrgang et al (2009) emphasized that the personality traits of both leaders and members predicted the quality of leader-member exchange.

Finally, the findings showed that there were no significant differences between groups with different genders, positions, and years of experience. This finding may suggest that the digital shift in this era is useful for all school members and offers them opportunities to improve relationships, performance, learning, and the workplace environment.

CONCLUSION

This study investigated the degree of the employment of social media on school leader-teachers exchange. The study found that the degree of the employment of social media on school leader-teachers exchange, as well as in the administrative dimension, instructional dimension, and the interpersonal relationship dimension, was classified as high. This study suggested that decision-makers and policymakers need to establish ethical agreements in schools and school districts to ensure the appropriate use of social media. Also, cyber security must be considered to prevent and safeguard information, data, and privacy. For further studies, a longitudinal study is recommended to examine the degree of the employment of social media in schools over time. Finally, a comparative study can be conducted to gain more insights into the degree of the employment of social media in different countries.

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