

Technology Leadership Qualities of High School Principals Who Support Student-Led Social Media Teams

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Abstract: This qualitative study explored the transformational leadership practices of ten high school principals in China in terms of intellectual stimulation, ideal influence, inspirational motivation, and individual consideration in utilizing social media for academic related activities. The leadership practices of principals in terms of intellectual stimulation show how they stimulate the intellect of students and teachers in utilizing social media for academic related activities in high school by conducting various thematic themes on social media, and group discussions on a subject area. Moreover, the principals could stimulate the intellect of the students and teachers through interactive online teaching and learning since teachers can conduct live lectures online; while students can use various learning applications and can display learning through social media. Thus, social media facilitate academic research of students through online survey and sources shared among them via social media.

Keywords: Technology Leadership; Qualities; Support Student-Led Social; Media Teams

1. Introduction

1.1 Background of the Study

From 1969, the rise of social media has been unsurmountable with the inception of Twitter in 2006, Facebook in 2004, and YouTube in 2005. Over the years, social media platforms continue to change and grow. From the common social media platforms like Facebook and YouTube, various social media networks emerged and revolutionized people's socialization and engagements. Due to its accessibility and availability to almost everyone, it has become a powerful medium for communication. The introduction of these social networking sites has definitely transformed many aspects of our lives and today we celebrate these improvements. If we are interested to learn what is going on around us, we can get instant updates through various social media channels without tuning in to evening news. With the existence of DM, snap, or email, we get the convenience of sense of urgency communicating with others. If we wish to get an inside perspective, social media can help you discover things with a very minimal effort. It has also broken barriers. Today, we can even attend events virtually around the globe.

1.2 Statement of the Problem

At present, schools generally have information teaching, student-LED social media teams, etc. Finish all kinds of teaching as soon as possible School, office equipment bidding procurement, create a high standard of information construction conditions.

This study aims to identify the leadership qualities of secondary school principals based on how they support student-led social media. Specifically, it aims to answer the following questions:

What are the experiences of secondary school principals in employing their technological leadership skills?

What technology leadership qualities do their experiences manifest in supporting student-led social media teams?

1.3 Significance of the Study

Since this study aims to highlight the technology leadership qualities of secondary school principals, these leadership qualities may be used to combat the increasing negative issues on social media which affect both secondary school principal and students. Findings of the study can inform school board members and various professional development entities about the leadership qualities expected of secondary school principals which can lead them to become leaders of technology in their districts to address issues of social media use specifically and positively.

2. Methodology

2.1 Research Design

Since the study aims to qualitatively explore the experiences of secondary school principals in employing their technological leadership skills as well as the leadership qualities they manifest as they support student-led social media teams, this study will employ phenomenological research design. This research design is applicable for the present study because it centers on lived experiences and intends not to solve problems but to inquire into proposed question. In addition, interpretive research paradigm will guide the study to allow the researcher to understand the experiences from the viewpoints of the participants through in-depth interviews. Through these approaches, it is expected that the goal of describing how the principals interpret what they have experienced in supporting student-led social media teams can be achieved.

2.2 Research Locale and Research Participants

The ten principals who will be purposively chosen based on specific criteria to participate in the current study will come from any high school in Hunan Province. Hunan is a big province of tourism resources. It has beautiful and strange landscapes, profound historical and cultural deposits and colorful folk customs. Hunan has 14 prefecture-level administrative regions under its jurisdiction, including 13 prefecture-level cities and 1 autonomous prefecture. This region is also considered the center of education, culture, economy, and government. This region is highly urbanized; however, schools still adopt different positions when it comes to social media. Although adopting social media is starting to show in many schools, great percentage of these schools still blame the lack of students' attention and focus during classes on social media. Considering the assumption that internet and technology access among students is greater in this region, and many schools in this area are more open to social media, the researcher decided to look for principals who support student-led social media teams. Specifically, ten(10) principals teaching in any high school in this region will be considered as participants.

2.3 Sampling Method

Considering the nature and objectives of the study, purposive sampling technique will be use in selecting participants. This sampling technique allows the researcher to deliberately select participants as primary sources of data since not all principals support student-led social media teams. Specifically, only participants who will meet the following criteria will be involved in the study:

They must have been in their current role as principal for at least three years.

They must be in any high schools in Hunan Province.

They support student-led social media teams' in either curricular and/or extracurricular capacities.

They can be from any gender, age, race, or ethnicity.

Once the specific number of participants will be identified based on the abovementioned criteria, they will be given complete information and oriented about the nature of the study.

3. Summary, Conclusion and Recommendation

3.1 Conclusion

Results of the study bring light to the use of student lead social media teams in China highlighting social media as a powerful tool for students learning and communication in a global society. Findings reveal pertinent findings related to the principals' personal experiences, successes, and opportunities for growth. Although they mentioned struggles and reservations in implementing the program, it can't be denied that the student led social media teams created notable and positive impact on their school and community and one factor that led to this positive result is the principals positive technological leadership qualities. Principals' willingness to take chances, trust for students and staff, strategic vision for success, active partnerships, recognition on the importance of financial incentives, and empowering qualities are crucial to the success of the program. These findings are useful especially to practicing principals, teacher leaders, and principal training programs as they continue to venture for learning and growth with the use of social media both personally and professionally. These can also help educational leaders in China to promote the quality of education happening in their academic institutions, make more transparent connections between and among stakeholders, and effectively market their brand as an academic institution. The information from this study can also contribute to the fields of technology leadership, educational leadership, and social media technology. It can help school leaders to provide opportunities with the students, connect with stakeholders, and empower students and staff for continuous innovation. Generally, the high school principals had a positive experience in implementing the student-led social media teams in their respective schools.

3.2 Recommendations

In order to minimize ignorance and alleviate negative aspects of social media, teachers and administrators must use and model how to use social media appropriately.

Scalable technology goals must be incorporated by leaders in their strategic plan which will help support innovative programming in their academic institution/ district.

Funds must be allocated by school leaders to ensure the sustainability of the system. This includes funding for staff, curriculum, professional development trainings for both teachers and students, and equipment.

High quality technology professional development programs specifically for principals must be developed. This professional development should concentrate on social media use, school sustainability, school branding, and digital citizenship modelling.

High-quality digital citizenship standard must be created in line with the principles of ISTE standards for students.

This study did not examine the perceptions of teachers nor students in the implementation of student-led social media teams. It also did not provide analysis of stakeholders perceptions of these social media sites. They may have different perspectives. Therefore, future research may investigate the perspectives of the other stakeholders.

References

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