Social Media Usage and Its Influence on School Climate in the Faculty of Education of the University of Yaounde I.

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This Master's dissertation entitled **"Social Media Usage and Its Influence on School Climate in The Faculty of Education of the University of Yaounde I"** has been read and approved by the undersigned as meeting the requirements of the University of Yaounde I(UYI).

Declaration

I, Yuhala Julia Franka Petyin, a student of the Department of Management of Education in the Faculty of Education of the University of Yaounde I, registration Number 21V3167, hereby declares that this piece of work entitled **"Social Media Usage and Its Influence on School Climate in the Faculty of Education of the University of Yaounde I"**, under the supervision of Dr. Shaïbou Abdoulaï Haji**,** is my personal work and all used materials have been acknowledged by means of questions and references.

Certification

This is to certify that Yuhala Julia Franka Petyin, registration number 21V3167, a student in the Department of Curriculum and Evaluation in the Faculty of Education of the University of Yaounde I, has satisfactorily completed the requirements for the master of Education. This work entitled **"Social Media Usage and Its Influence on School Climate in the Faculty of Education of the University of Yaounde I"** under my guidance and supervisor, was carried out in the Department of Curriculum and Evaluation.

Dedication

To My Beloved Dad

Mr. Njome Peter Yuhala.

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List of Abbreviations

UGC: User Generated Content

NCSSLE: National Center on Safe Supportive Learning Environments

CDC: Centers for Disease Control and Prevention

AI: Artificial Intelligence

UNICEF: United Nations International Children's Emergency Fund

KS: Knowledge Sharing

OP: Organizational Performance

POCs: Project-oriented Online Communities (POCs)

CSR: Corporate Social Responsibility

CR: Corporate Reputation

CEMAC: Central African Economic and Monetary Community

CEV: Curriculum and Evaluation

EDS: Specialized Education

EFE: Fundamental Education

DID: Didactics of Discipline

IOE: Intervention, Orientation and Education of Extracurricular Activities

MED: Educational Management

SPSS: Statistical Package of Social Science

COMSOM: Communication through social media

SC: School Climate

APA: American psychological association

ESSA: Every Student Succeeds Act

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Abstract

In recent years, social media platforms have experienced a rapid surge in popularity, particularly in the educational setting. A sustained positive school climate is associated with a variety of positive outcomes such as improved student achievement, graduation rates, and teacher retention. The purpose of this study was to investigate social media usage and its influence on school climate in the Faculty of Education of the University of Yaounde I. This research provides insights into Cameroonian institutional stakeholders' perceptions and attitudes towards participating in online platforms. The conceptual framework of this study constituted of social media, school climate, communication, collaboration and knowledge sharing. These concepts give an understanding of the role social media plays in improving school climate. For the research methodology, this study adopted a quantitative approach with a correlational research design. This was aimed at determining predictability and categorization of the different variables in relation to the dependent variable. A close ended Likert scale questionnaire was constructed for data collection. 278 masters' students from the Faculty of Education of the University of Yaounde I participated in this study. The data was analyzed using descriptive and inferential statistics. Simple linear regression was used as the statistical model to test the hypothesis. The SPSS version 27 was used as the statistical tool for data analysis. This study exploited the social capital theory, and the theory of connectivism. The findings revealed that communication through social media was significant at a $PV=0.015<0.005$, collaboration through social media at $PV=0.000<0.005$ and knowledge sharing through social media at $PV=0.006>0.005$. The results offer intriguing insights into how various social media platforms influence school climate, providing valuable data for understanding the intricate relationship between online activities and school climate outcomes. Based on our results we propose useful recommendations to students and educators on how to leverage the positive aspects of social media to enhance school climate and organizational climate as a whole.

Keywords: social media, school climate, communication, collaboration, knowledge Sharing.

Résumé

Ces dernières années, les plateformes de médias sociaux ont connu un essor rapide, en particulier dans le domaine de l'éducation. Un climat scolaire positif durable est associé à une variété de résultats positifs tels que l'amélioration des résultats des élèves, les taux d'obtention de diplômes et la rétention des enseignants. L'objectif de cette étude était d'examiner l'utilisation des médias sociaux et son influence sur le climat scolaire à la Faculté d'éducation de l'Université de Yaoundé I. Cette recherche donne un aperçu des perceptions et des attitudes des acteurs institutionnels camerounais à l'égard de la participation aux plateformes en ligne. Le cadre conceptuel de cette étude est constitué des médias sociaux, du climat scolaire, de la communication, de la collaboration et du partage des connaissances. Ces concepts permettent de comprendre le rôle que jouent les médias sociaux dans l'amélioration du climat scolaire. En ce qui concerne la méthodologie de recherche, cette étude a adopté une approche quantitative avec une conception de recherche corrélationnelle. L'objectif était de déterminer la prévisibilité et la catégorisation des différentes variables par rapport à la variable dépendante. Un questionnaire à échelle de Likert à réponses fermées a été élaboré pour la collecte des données. 278 étudiants en master de la Faculté d'éducation de l'Université de Yaoundé I ont participé à cette étude. Les données ont été analysées à l'aide de statistiques descriptives et inférentielles. La régression linéaire simple a été utilisée comme modèle statistique pour tester l'hypothèse. La version 27 de SPSS a été utilisée comme outil statistique pour l'analyse des données. Cette étude a exploité la théorie du capital social, et la théorie du connectivisme. Les résultats ont révélé que la communication par le biais des médias sociaux était significative à un PV=0,015< 0,005, la collaboration par le biais des médias sociaux à un PV=0,000<0,005 et le partage des connaissances par le biais des médias sociaux à un PV=0,006>0,005. Les résultats offrent des perspectives intéressantes sur la manière dont les différentes plateformes de médias sociaux influencent le climat scolaire, fournissant des données précieuses pour comprendre la relation complexe entre les activités en ligne et les résultats en matière de climat scolaire. Sur la base de nos résultats, nous proposons des recommandations utiles aux étudiants et aux éducateurs sur la manière de tirer parti des aspects positifs des médias sociaux pour améliorer le climat scolaire et le climat organisationnel dans son ensemble.

Mots-clés : médias sociaux, climat scolaire, communication, collaboration, partage des connaissances.

Chapter One

Introduction

In the global society social media has become one of the important instruments in enhancing education (Abdullahi et al, 2020). Since the advent of social media, the medium has transformed from a distraction to an integral part of life across the globe (Brackett & Hoffmann 2020). Social media use is common among higher institutes (Vandeyar 2020). Likewise, administrators are using social media for a variety of purposes. (Holmes 2016) stated that university leaders use social media platforms to communicate among with administrators, lecturers and students. With varying degrees of effectiveness, schools have incorporated a variety of technological resources in the interest of improvement (Karaa, N. et al, 2020). Higher education leaders continue to explore ways to capture the power of technology, in particular, social media to improve schools (Holmes 2016).

As Higher education leaders seek to improve schools, attention to school climate is warranted (Berkowitz, 2017). The designation of school climate as an evidence-based initiative to improve university attendance and build engagement and collaboration at the university (Anderson, C., 1982). A sustainable, positive school climate is associated with a variety of positive outcomes for schools such as improved school climate, graduation rates, and lecturer's retention (Thapa et al., 2013). In schools where relationships among community members are cohesive and based on trust, decisions are likely to positively influence school climate (Bryk & Schneider, 2012). The quality of the school's climate, the skill of its leadership, and the quality of its instructional program are all believed to be associated with effective schools (Kevin, J., & McNamara 2022), Administrators may have a direct influence on school climate via their communications and cultivation of stakeholder input (Stotler & Alonzo, 2022).

Doğan, L.E., & Çevik, M.S. (2021) note that Administrator's attention to school climate is one of four essential domains of their work. Likewise, (Kevin, J., McNamara, 2022), describe the administrators influence on school climate as contributing to creating a safe, supportive environment with high, consistent, and clear expectations for lecturers and students. School climate is nourished when staff are clear about the school's collective expectations for students and hold one another accountable for upholding them (Kevin, J., McNamara, 2022), The Administrators attention to school climate is the primary way in which they may influence teaching and learning (Bossert, S., Dwyer, D., 1982). As administrators seek to improve the

instructional program of the school, build connections with the community and develop relationships with students that focus on growth, school climate may improve (Clifford et al., 2012).

(Brion, C., Kiral, B., 2022), argue that social media is a powerful tool for school administrators that connects them with their stakeholders because it may be used to build community and increase connections and improve school climate. Social media platforms, like Twitter, WhatsApp, Facebook and others can be used to improve communication, collaboration and knowledge sharing among university administrators, lecturers and students (Al-Azawei, A. 2019). Cheung, C.M.K., and Lee., 2009) assert that through Communication, collaboration and knowledge sharing with the use of social media it may contribute to the development of a positive, sustained school climate. Administrators and school leaders can harness social media as a powerful tool to advance school climate and culture (Collie, R. J., Shapka, J.D., & Perry, N.E., 2012)

With the importance given to School climate, which is recognized as an opportunity to foster student success due to its demonstrated links to desirable academic, social/emotional, and behavioral outcomes as well as its critical role in the school improvement process (Al-Azawei, A. 2019). There is a growing need to explore the validity of social media usage and its influence on school climate.

Background of the study

The background of this study comprises of the historical background, contextual background, conceptual background and theoretical background of social media usage and its influence on school climate in higher education.

Historical Background

School climate concept had its origins in the late 1950s as researchers in social sciences studied variations in work environments. Andrew Halpin and Don Croft published in 1963 the results of their research on school climate. Thus, the concept was formulated, and their work became the basis of research for other researchers. Various researchers and educational reformers identified school climate in different ways, but it seems that there is a consensus on what constitutes the school climate. Arthur Perry's The Management of a City School, which was published in 1908, is considered to be the first work that was dedicated to the study of school

climate. As the administrators of a school in Brooklyn, he wrote about the importance of establishing a favorable climate in the school to foster a sense of camaraderie among its members as well as to increase the general productivity and successful functioning of the school (Bryk, A., & Schneider, B., 2002).

Later, in the 1940s, studies of organizational climate and, as a result, of schools began to consider not only the links between the behavior of people and the external environment in which they find themselves, but also the links between the style of management and the behavior of the group. Kurt Lewin has observed that management policy determines the social climate of the staff, which in turn affects how employees work (Bonne, J. H. Z. & Nienke, M. M., 2009). The 1950s–1960s were marked by the active study of organizational behavior (Argyris 1958, McGregor 1960; Tagiuri 1968). Chris Argyris was one of the first to systematically link organizational climate with efficiency, employee satisfaction, productivity, and employee turnover.

The first studies of school climate appeared during the second half of the 20th century (Blum, R., 2005). The school was viewed as a particular kind of organization. The instruments that had been used to study organizations were adapted to the study of schools (Blum, R., 2005). Researchers were interested in the administrative structure and its related processes at the school. They studied the administrative practices of school administrators as well as the social relations between teachers (Blum, R., 2005).

This approach remained current right up until the 1980s where school climate is characterized by a trusting relationship between both parents and teachers, teachers and students (Catalano, R.F., Haggerty, K.P, 2004). During this period, researchers began to more frequently consider school climate in conjunction with the academic achievements of students (Purple, K., Teng, X. L., 2022). During the 1990s, school climate was analyzed at the level of particular classes and teachers (Karaa, Çubukçuoğlub, B., & Elçic, A., 2020). Thanks to the studies of recent decades' school climate has been recognized as an important determining factor of the effectiveness of educational institutions as well as student academic achievement, motivation, socialization, and behavior.

Thus, for almost the past one hundred years' school climate has either been given the limelight or it has been deemphasized in favor of other factors that determine the effectiveness of school education. Over the course of this period of time, the very concept of "school climate" has come

into being, and various approaches to operationalizing this concept have been developed. Scholars most frequently propose the following as subcomponents of the "school climate" concept: (a) Relations between agents at the school (b) Physical environment (characteristics of the school and its classrooms) (c) Individual factors (a feeling of belonging to the school, discipline) (d) Organizational culture (expectations, rules, and norms).

Contextual background to the study

Cameroon covers an area of 475,650km on the map of Africa, between West and Central Africa and has a population of 26.55 million inhabitants with an annual population growth rate of 2.6 percent (World Bank, 2020). She operates within an economic and monetary zone of six countries, the Economic Community of Central African States (CEMAC), (Josue, K.W., Samuel, F.W., 2018)). The country has 10 regions, eight (8) French Regions and two (2) of which are respectively French and English speaking. Being a French and British Colony, she runs a bicultural Francophone and Anglo-Saxon educational and administrative systems, with her official languages being French and English, which are used as a medium of instruction from the basic through tertiary education.

The Cameroon Higher Education has eleven (11) state owned universities. Also, the private sector of higher education is made up of about 500 institutions, where English or French or both (Bilingual status) are a medium of instruction (Josue, K.W., Samuel, F.W). The study was carried out in the University of Yaounde I, Faculty of Education to be precise because it is observed that, school members do not necessarily experience school climate in the same way; rather, their subjective perceptions of the environment and personal characteristics influence individual outcomes and behaviors. Therefore, a closer look at the relationship between school climate, safety, well-being of students and student learning is needed.

The general educational system in Cameroon has expanded over years (Josue, Samuel, & Robert 2018), This is due to increased population, increased participation by school age population and working population. In so far as university education in Cameroon is concerned, one Federal university, the University of Yaounde created in July 1962 (Njuema Et al, 2003) served Cameroon until 1972. This was the only university created to tailor in development for the country and equally make the country to be known academically on an international setting. A university was to bring among others, rational development of teaching at all levels, science

and technology, adopt indigenous pattern of education than foreign, pursue vigorously and consolidate university and the independence of Cameroon (Njuema Et al, 2003)

The Federal University started with a small enrolment of about 600 and a staff of 22 in all its three faculties, Letters and Human Sciences; Law and Economic Sciences; and Science. As time went on the student enrolment increased substantially and the faculties could not accommodate the upsurge . By 1970, the student enrolment was above 7 000, 18 000 by 1984, 32 000 by 1990, 45 000 by 1991 and more than 50 000 by 1992 with a staff of 537. This situation of exponential enrolment created a serious problem in the student teacher ratio (34 to 1 by 1984 and 132 to 1 by 1991 in the faculty of Law and Economics) resulting to congested amphi theatres. This state of crowdedness brought in academic inefficiencies and other related ills likes massive failures of 70% each end of year (UNESCO,1984; Tafah, 1989). This deploring atmosphere of academic affairs for a country aspiring for economic growth and knowledge development could not be under-looked.

To remedy the situation somehow, the Cameroon government by 1981 created four university centers viz Dschang, specializing in Agriculture; Douala in Business and Commercial Studies; Ngaoundere in Food Technology; and Buea in Translation and Arts. By decree No 93/026 of 19th January 1993, reorganizing university education in Cameroon and in the pursue of academic excellence, the university of Yaounde was segmented into Yaounde I and II while the four university centers were raised to full-flesh universities. This gave a total of six universities constituting the higher education industry in Cameroon up to date. One could imagine what these universities have contributed vis-à-vis related local and international activities toward economic and social growth.

The university of Yaounde I, together with five other state universities (included the university of Yaounde II) were created by decree No 93/026 of 19 January 1993 as a result of university reform. Pursuant to the provisions of article 2 of the decree No 93/036 of 29 January 1993, the missions assigned to the university of Yaounde I authorities are as follows: Develop and transmit knowledge, develop research and training of men, bring higher forms of culture and research to the highest level and correct pace of progress, facilitate access to higher education to all those who have vocation and ability, contribute to the Support of development, social and cultural promotion and foster the use of bilingualism.

In addition to the aforesaid tasks, The university of Yaounde I, vision comprises of the following terms and fundamental concepts: Reinforcement of professionalization by promoting the relevance of curricula in order to meet labor market requirements; concern for quality of the products and the competitiveness of the graduates on the labor market, consolidation of what exists through the rehabilitation of infrastructure and the reinforcement of the academic courses of study and research structure, modernization of all components of the institution and the development of cooperation for a greater visibility.

Conceptual background of the study

Social media: The term social media, refers to platforms and services that allow individuals in sharing user-generated content (Obar & Wildman, 2015). It also aligns with the definition provided by Maxim & Huadong (2018)) social media are web-based services that allow individuals, communities, and organizations to collaborate, connect, interact, and build community by enabling them to create, co-create, modify, share, and engage with user-generated content that is easily accessible.

Social media refers to a broad circumstance to describe a wide range of social networking sites or platforms and apps utilized by media devices such as smartphone, computers and other connected devices which enables users to be involved in interactive engagement (Piotrowski**c**, (2015). Vandeyar, T. (2020) defined social media with a broad stroke in that social media "employs mobile and web-based technologies to create highly interactive platforms via which individuals and communities share, co-create, discuss, and modify user-generated content. Karaa, & Elçic (2020), defines social media in terms of blogs, social networking sites, virtual social worlds, collaborative projects, content communities, and virtual game worlds. Boyd and Ellison (2013) define social network sites as communication platforms that offer users unique profiles, public connections, and the ability to create and consume user-generated content (and to consider Twitter and YouTube social network sites).

School climate: The United States Department of Education defined school climate as comprised of three broad domains -- engagement, safety, and the environment -- with several subdomains. School climate is recognized as an opportunity to foster student success due to its demonstrated links to desirable academic, social/emotional, and behavioral outcomes as well as its critical role in the school improvement process (Bryk & Schneider 2002). Although there is no one clear definition, school climate is commonly defined as the "quality and character of

school life" (School Climate Council, 2016). The School Climate Council (2016) suggests that school climate encompasses the experiences of individuals in the school, including learning and building relationships, while also capturing the collective beliefs and attitudes that are present within a school. School climate is more than one individual's experience; rather, it is an overarching experience or "feel" of the school (Thapa et al., 2013).

Theoretical background of the study

This study is anchored to two theories which are used to explain the phenomenon of social media usage and institutional climate in the faculty of education of the university of Yaounde I. These theories include:

The theory of connectivism by George siemens and Stephen Downes.

Connectivism was first introduced in 2005 by two theorists, George Siemens and Stephen Downes. Siemens' article Connectivism: Learning as a Network Creation was published online in 2004 and Downes' article an Introduction to Connective Knowledge was published the following year. Connectivism is a relatively new learning theory that suggests students should combine thoughts, theories, and general information in a useful manner. It accepts that technology is a major part of the learning process and that our constant connectedness gives us opportunities to make choices about our learning. It also promotes group collaboration and discussion, allowing for different viewpoints and perspectives when it comes to decision-making, problem-solving, and making sense of information. Connectivism promotes learning that happens outside of an individual, such as through social media, online networks, blogs, or information databases.

According to connectivism, learning is more than our own internal construction of knowledge. Rather, what we can reach in our external networks is also considered to be learning. From this theory, two terms—nodes and links—have been commonly used to describe how we gain and connect information in a network. In connectivism, students are seen as "nodes" in a network. A node refers to any object that can be connected to another object, like a book, webpage, person, etc. Connectivism is based on the theory that we learn when we make connections, or "links," between various "nodes" of information, and we continue to make and maintain connections to form knowledge.

One-way teachers implement connectivism is through the use of classroom social media. For example, a class Twitter account can be used to share information, engage in discussion or announce homework tasks. This can help boost class engagement and open the lines of discussion among students and teachers. In this research, the theory of connectivism will be exposed as a completely new emerging model of improving learning and the school climate in general. Connectivism is the integration of principles explored by chaos, networks, complexity and self-organization theories; it is focused on connecting specialized information sets, and the connections that allow us to learn in an information society where there are so many changes.

John Seely Brown presents an interesting notion that the internet leverages the small efforts of many with the large efforts of few. The central premise is that connections created with unusual nodes supports and intensifies existing large effort activities. Brown provides the example of a Maricopa County Community College system project that links senior citizens with elementary school students in a mentor program. The children "listen to these "grandparents" better than they do their own parents, the mentoring really helps the teachers...the small efforts of the many- the seniors complement the large efforts of the few – the teachers" (Brown, 2002). This amplification of learning, knowledge and understanding through the extension of a personal network is the epitome of connectivity.

Social capital theory by Bourdieu (1986), Coleman (1988) & Robert Putnam (1993).

In order to understand the supportive role of social ties for an innovative climate, we draw on the concept of social capital. Several scholars have contributed to the conceptualization of social capital, each offering a nuanced understanding of the concept and emphasizing a different aspect of social capital. As defined by its principal theorists, social capital refers to 'the sum of the actual and potential resources embedded within, available through, and derived from the network of relationships possessed by an individual or social unit. Social capital thus comprises both the network and the assets that may be mobilized through that network'.

Organizational studies argue that social capital contributes to organizational goals by facilitating the flow of information between individuals and overcoming problems of coordination. In educational research, social capital has mainly gained interest in regard to students, for instance to explain the impact of family or peer social capital on educational

outcomes, such as student attainment and achievement which is the primary goal of every institution in line with a positive school climate.

Two components can be found throughout most social capital literature. The first component of social capital addresses the pattern of social relationships, and is referred to as the structural dimension. The pattern of social relationships can be visualized as a social network that provides individuals with the opportunities to obtain resources through the formation of ties or links between people. The use of social networks to study collaboration among teachers and students is growing rapidly. This study suggests that strong Student-Teacher networks benefit the dissemination of information on school-wide reform efforts, an open orientation towards innovation and overall school functioning, as well as counteract negative phenomena such as absenteeism and low job satisfaction due to teacher isolation.

Recent educational studies underline the value of strong social networks among teachers and students for the spread and depth of policy and reform implementation, schools' innovative climate, and their capacity to change. Research outside education suggests that formal and informal social relationships ('links') between organizational members play a crucial role in organizational learning by stimulating the development of new knowledge and practices.

As such, the extent to which organizational climates are able to innovate is in part dependent on the social links via social media within and across organizational units, as well as the links outside the organization.

Statement of the problem

The conducive institutional environment is key to effective teaching, learning and management. Social media today is one of the new technological orientations that is shaping global university environment. The feelings and attitudes that are elicited by a school's environment are often referred to as school climate (Loukas, 2007). Closely related to school climate is the notion of safety or safe learning environment. A safe and supportive school environment in which students flourish emotionally, socially and academically is largely based on the quality of relationships between many individuals, including students, parents, school personnel and the community (Demaray et al., 2012; Loukas, 2007).

However, given the numerous components that comprise school climate and the prohibitive nature of assessing the perceptions of each one, research indicates that interventions focused

on increasing students' sense of connectedness or belonging to the school may be an effective means of decreasing behavioral and emotional problems.

How can school personnel increase students' sense of belonging? Various ideas have been proposed, including : Increasing school safety and improving interpersonal relationships by adopting violence-prevention and conflict-resolution programs which can be shared via social media platforms; Increasing student, teacher, and staff acceptance of diversity; Treating students with care, fairness, and consistency; Promoting student decision-making skills, individual and civic responsibility, and commitment to the larger school community; and decreasing the emphasis on student competition.

There are a wide range of systemic issues that shape school life including explicit and implicit norms. These include: Measurement practices; codes of conduct; goals; values; patterns of interpersonal relations; teaching and learning practices; leadership styles, disciplinary practices and includes all school leaders and school staff/support. Integrating and sustaining quality teaching and learning practices. All of these aspects can gain momentum via the use of social media platforms regularly used by the faculty stakeholders (students, Lecturers, administrators & parents).

The use of social media to engage and interact in organizations has accelerated across the world (Cho, H. & Li, W. 2022). (Zeleke, S. & Kibret, 2022) argues that the power of social media is derived in part by offering its users opportunities to share knowledge and experiences. Despite several studies on the use of social media, the research on using social media to improve school climate is minimal (Piotrowskic., 2015). Higher education leaders continue to explore ways to capture the power of technology, in particular, social media to improve schools (Sauers & Richardson, 2015). As Higher education leaders seek to improve schools, attention to school climate is warranted (Berkowitz, 2017). In Cameroon there is still limited literature on the subject; especially relating to the faculty of education of the university of Yaounde 1.

In addition to increasing interaction between students and teachers, the use of social media in educational settings offers a variety of opportunities as pedagogical tools (Josue, K.W., Samuel, F.W., & Robert., 2018). These are listed as social support, collaborative information sharing and content creation. Just as students' social media usage trends stem from their personal choices, the school environment can also encourage this. Such that, negative interpersonal relationship styles, teacher behaviors, instructional dimensions and the continuity cycle created

by them can directly or indirectly affect the tendency to use social media (C0mbs. A.W., 1962). Therefore, this dissertation seeks to investigate the extent to which   social media usage influences institutional climate in the faculty of education of the university of Yaounde I.

Purpose of the study

The purpose of this study is to investigate social media usage and its influence on school climate in the Faculty of Education of the University of Yaounde I.

Objectives of the study

i) To investigate the impact of communication through social media on school climate in the faculty of education of the University of Yaounde I.

ii) To assess the impact of collaboration through social media on school climate in the faculty of education of the University of Yaounde I.

iii) To examine the impact of knowledge sharing through social media on school climate in the faculty of education of the University of Yaounde I.

Research Questions

i) What is the impact of communication through social media on school climate in the faculty of education of the university of Yaounde I?

ii) What is the impact of collaboration through social media on school climate in the faculty of education of the University of Yaounde I?

iv) What is the impact of knowledge sharing through social media on school climate in the faculty of education of the University of Yaounde I?

Research Hypothesis

General research hypothesis

H0: Social medial usage has no significant influence on school climate in the faculty of education of the university of Yaounde I.

Ha: Social medial usage has a significant influence on school climate in the faculty of education of the university of Yaounde I.

Specific research hypothesis

i)   **H_{a1}:** Communication through social media has a statistically significant effect on school climate in the faculty of education of the university of yaounde I.

     H_{o1}: Communication through social media does not have a statistically significant effect on school climate in the faculty of education of the university of yaounde I.

ii)   **H_{a2}:** Collaboration through social media has a statistically significant effect on school climate in the faculty of education of the university of yaounde I.

     H_{o2}: Collaboration through social media does not have a statistically significant effect on school climate in the faculty of education of the university of yaounde I.

iii)   **H_{a3}:** Knowledge sharing through social media has a statistically significant effect on school climate in the faculty of education of the university of yaounde I.

     H_{o3}: Knowledge sharing through social media does not have a statistically significant effect on school climate in the faculty of education of the university of yaounde I.

Scope of the study

This study is delimited to the usage of social media and its influence on school climate in the faculty of education of the University of Yaounde I. The study focus is on students. The study also focused on three constructs of social media on school climate: Communication, Collaboration and knowledge sharing.

Significance of the study

This study directly examined social media usage and its influence on school climate. It will provide evidence on the importance of social media usage on school practices that can positively influence the school environment. The aim is to enlighten administrators and policymakers as to how they can improve standard practices through the use of social media platforms in order to satisfy the lecturers and the students.

This study will help to expand the field of research in the areas of organizational school climate and social media usage in higher education, it will also provide a better understanding of the relationship between the social media usage in higher education and it impact on improved school climate.

A better understanding of school climate and social media usage is significant to all individuals who are interested in the success of an institution. In particular, it has significance on school administrators. School administrators are the ones in charge of school climate and can make use of this study, better understand and be able to translate this into meaningful changes in teaching and learning.

School leaders can also use the results of this study as a tool to contemplate the effect social media usage through communication, and knowledge sharing has on school climate. This information could be trickled down to the administration, like deans and head of department. Since they have some influence over school climate and communication, it would be advantageous for administrators to be able to better understand the relationship between social media usage and school climate.

Definition of key terms

Communication: Communication is simply the act of transferring information from one place, person or group to another. Every communication involves (at least) one sender, a message and a recipient. Communication is affected in ways such as personal expression, our expectations of others, and the way organizations communicate with customers.

Collaboration: Collaboration is a partnership; a union; the act of producing or making something together. Collaboration can take place between two people or many people. Collaboration is a joint effort of multiple individuals or work groups to accomplish a task or project. Within an organization, collaboration typically involves the ability of two or more people to view and contribute to documents or other content over a network.

Knowledge sharing: Knowledge sharing refers to the process of exchanging information between people, teams, or organizations. This knowledge may be explicit, which comes from documents or procedures, or tacit, meaning it was developed from experience. Sharing knowledge has benefits for the sharer as well as the recipient.

School environment: A school environment is broadly characterized by its facilities, classrooms practices, school-based health supports, and disciplinary policies and practices. It sets the stage for the external factors that affect students.

School culture: school culture refers to the beliefs, perceptions, relationships, attitudes, written and unwritten rules that shape and influence every aspect of how a school function, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates linguistic, or cultural diversity.

Higher education: Higher education comprises all post-secondary education, training and research guidance at education institutions such as universities that are authorized as institutions of higher education by state authorities.

School stakeholders: The members of a school's community who influence the school, including: students, staff, parents, & community members.

Administrators: Administrators are individuals who are involved in a number of planning, organizing, directing, controlling, and evaluating activities of major units and gives as examples "vice presidents, deans, academic department heads, and other positions as determined by the Board." This policy also seems to include nonacademic administrators who have a "direct role in planning, organizing, directing, evaluating, and controlling a major university function" as determined by the President of the University.

Organization of the study

This study consists of five chapters. Chapter 1 introduces the research topic, background of the study, the problem, the purpose and the research question, as well as highlighting the scope and significance of the study. Chapter 2 presents the conceptual framework, literature review, theoretical framework and empirical study. The literature selected examines, social media, social media usage in higher education, the school climate, school climate factors, school climate and the influence of social media on school climate. Chapter 3 provides details about the methodology utilized in the study. This includes the research design, area of the study, the study population, the sampling process, the instruments, their validity and reliability, the data analysis process, other procedures, and ethical considerations. Chapter 4 presents both the qualitative and quantitative results, based on the data gathered. Chapter 5 discusses the findings, recommendations, limitations and conclusions.

Chapter Two

Review of Related Literature

The purpose of this study is to investigate social media usage and its influence on school climate in the faculty of education of the university of Yaounde I, including perspectives on the use of social media to develop and promote a positive school climate. There were three areas of literature that were investigated: the conceptual framework on social media usage and school climate. Review of literature using the three construct of the independent variable, school administrators and school climate; and the pertinent aspects of social media in relation to schools as administrators seek to improve their schools. This chapter also presented theoretical framework of the study and the empirical study of related research work on social media usage and its influence on school climate.

Conceptual Framework

Social media

Social media emerged in the development of Web 2.0, in the middle of the first decade of the 21st century (Haji, S.A. 2021). Web 2.0 can be described as applications that allow for the "creation and exchange of user-generated content" (Haji, S.A. 2021). Social media may be defined as platforms that enable interaction by engaging users to participate, comment on and create content as means of communicating (Valle Garcia Carreno, I., 2014). Social Media has been defined as websites which allow profile creation and visibility of relationships between users (Boyd & Ellison, 2008); web-based applications which provide functionality for sharing, relationships, group, conversation and profiles. Social media has been referred to as "social media sites" (Dharma, B., Tangerang Mardiana, R. 2016), or a set of information technologies which facilitate interactions and networking (Lockyer, L., & Patterson, J. 2008). However, there appears to be a broad agreement that Web 2.0 technologies played a significant role in the development and adoption of social media. The focus on "any technology which supports relationships and collaboration" is also supported by (Lockyer, L., & Patterson, J. 2008).

Another definition of social media refers to "Internet-based applications built on Web 2.0, while Web 2.0 refers to a concept as well as a platform for harnessing collective intelligence" (Haji, S.A., 2022). Social media, such as Facebook, Twitter, and LinkedIn, provide people with a pervasive network connectivity (Al-azawei, a. 2019). The term "Web 2.0" refers to the set of

technologies and ideologies that enable and drive media rich content creation on the internet (Papademetriou, C. & Papalexandri, S. 2022). Web 2.0 is rooted in the open-source ideology, whereby users collaborate freely using free tools and sharing their work and information with each other. Technological advances in Web 2.0 and open ideology supported the emergence of User Generated Content (UGC). The ability to create and share content free of censorship and at low cost, contributed to the proliferation of social media (Gulzar, m.A., Ahmad, M. Hassan., 2022).

Obar, J.A. and Wildman, S., (2015), defined social media with a broad stroke in that social media "employs mobile and web-based technologies to create highly interactive platforms via which individuals and communities share, co-create, discuss, and modify user-generated content". With the aim of better explaining social media, they also proposed seven functional building blocks of social media: identity, conversations, sharing, presence, relationships, reputation, and groups. Although each block adequately represents a particular aspect of the social media experience, this attribute approach does not clearly explain what social media looks like in a practical sense. Bayse, D., (2014) focus on social media networks and argue they are defined by a digital profile authored by users, the ability to search content and restrict others from viewing content, means of displaying relational ties, and network transparency that reveals the connections of other users.

School climate

School climate comes from the concept of organizational climate. Organizational climate expresses the perception of the relations, mutual interactions, and communication (Varlle, 2014) existing in the organization by the employees. In short, the sum of the perceptions shared by the employees about the organization corresponds to the organizational climate (Gultekin, 2012). School climate, on the other hand, is defined as a set of distinguishable features within the school, emphasizing the unique characteristics of the school (Jamal A. & Nawab A. K., 2020). Wang & Degol (2016) defines school climate as "virtually every aspect of the school experience". They included the quality of teaching and learning, community relationships, the organization of the school, and the structure of the school environment (O'Malley, M.D., & Amarillas, a. 2011).

A positive school climate allows students to perform better as it supports students morally, physically, as well as academically (Dr. Alqahtani, A.S. 2019). "School climate is based on

patterns of students', and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures" (DeWitt & Slade, 2014). Demaray, M., Malecki, C. & Jenkins, L. 2012) continue to state that a "sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing, and satisfying life in a democratic society".

School climate includes, emotions in the school atmosphere, the emotional atmosphere, tone of the school (Hasmi, S., Cerna, R., & Stern, A. 2022), and quality of life at school (Kendra, J.T., & Jonathan, B.S. 2022). Therefore, climate affects stakeholders' working lives, including their work attitudes (Gruenert & Whitaker, 2015), organizational citizenship behaviors, ethics (Cohen et al., 2019), safety (Cohen, 2013), innovation, individual and team performance. It is particularly interesting in the field of education as it covers many areas (Lockey, A., 2022).

School climate can be positive or negative (Showers, 2019). Stakeholders' adoption of the school's structure and culture indicates that the school climate is positive; the opposite shows that the school climate is negative (Warner & Browning, 2021). A positive school climate is effective in achieving the goals of the school (Bursalioglu, 2012). Teachers who interact with administrators, staff, and colleagues in a positive school climate think optimistically about their school, use praise, enjoy working with colleagues, and are enthusiastic, accepting, and mutually respectful toward their colleagues (Kane, ER., Hoff, N., Cathcart, A., 2016). A positive climate is conducive to teachers' intimacy with their colleagues, and their professionalism and socialization, as well as their sense of community support for each other (Cohen et al., 2019).

In a positive school climate, emphasis is placed on academic development and learning, positive relationships exist between students and teachers, all members of the school community respect each other, equitable and consistent policies are followed, and family support and family participation are considered important (Ayik & Sayir, 2014). For this reason, a positive school climate affects the quality of the school environment and the behavior of all stakeholders (Gulzar, M. A., Ahmad, M., Hassan., 2022).

There are differences between successful and unsuccessful schools' climate. Successful schools have a more positive culture and climate when they are positively influenced by school leadership (O'Malley et al., 2015). Administrators who can establish relationships with teachers and interact with all staff (Thapa et al., 2013) hold the key elements of creating a positive school climate (DiPaola et al., 2014). Teachers want to work in a highly successful school, and when

administrators focus on good hospitality and create a positive atmosphere teacher begin to believe that their school is successful (Sergiovanni, 2018). The most successful teachers have a positive and relaxed relationship with their administrators. Strong relationships in the school building are built when the principal accepts, respects and values employees; this means that all employees are acknowledged for the value they add to the building (Toll, 2016). When school leaders focus on creating an atmosphere conducive to school success, the school is perceived as successful by teachers and students (Hoy et al., 2012).

According to National School Climate Center (2016), school climate is a multifaceted concept without a single definition. In general, school climate is defined as the qualities of a school environment experienced by students and staff and encompassing relationships, teaching and learning practices, and organizational structures (National School Climate Center, 2016). The climate of a school profoundly influences the experiences of all individuals in a school community, including students, staff, family members, and community partners. Positive school environments are those that:

- Prioritize student and staff wellness;
- Foster supportive relationships;
- Engage students, staff, families, and community members in an authentically collaborative way;
- Create conditions that allow for co-creating a school wide commitment and shared purpose;
- Center equitable supports in every aspect of the school community; collect and monitor data for continuous improvement efforts (Hashmi et al., 2022).

According to some researchers (Balcı, 2007), while school climate is seen as a process that reflects the school's learning and student success, another group of researchers (Bursalıoğlu, 2002; Hoy, 2003; Loukas, Suzuki, & Horton, 2006) define it as a set of characteristics which distinguish a school from others, based on interpersonal relationships, and which affect school members' behavior. School climate is also expressed as a concept that opens to the outside world and reflects the character of the school (O'Malley, 2011).

Schools that recognize and implement practices that contribute to a supportive school climate have students and staff who report greater levels of physical and emotional safety, higher morale, and a greater sense of pride (U.S. Department of Education, 2016). As a result, staff, students, and families feel a sense of connectedness to the school. When staff and students

perceive that they are in a school with a positive school climate, student achievement, student attendance, and teacher retention are higher and student dropout rates are lower (National Center on Safe Supportive Learning Environments [NCSSLE], 2022).

Figure 1: Conceptual Diagram

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┌─────────────┐                        ┌─────────────┐
│ Independent │ ─────────────────────> │ Dependent   │
│ Variable    │                        │ Variable    │
└─────────────┘                        └─────────────┘
       │                                      │
       ▼                                      ▼
┌──────────────────┐                   ┌──────────────┐
│ Social Media     │ ───────────────>  │ School       │
│ Usage            │        │          │ Climate      │
│ WhatsApp         │        │          │              │
│ Facebook         │        │          │              │
│ YouTube          │        │          │              │
└──────────────────┘        │          └──────────────┘
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┌──────────────┐ ┌──────────────┐ ┌──────────────┐ ┌────────┐ ┌─────────────┐
│Communication │ │Collaboration │ │  Knowledge   │ │Engagement│ │Safety│ │Environment│
│              │ │              │ │  Sharing     │ │          │ │      │ │           │
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                                      │
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              ┌──────────────────────────────────────────────────┐
              │                   Outcomes                        │
              │              -School Effectiveness                │
              │           -Student Academic Achievement           │
              │  -Trust Between Administrators, Lecturers & Students│
              │                  -Motivation                      │
              └──────────────────────────────────────────────────┘
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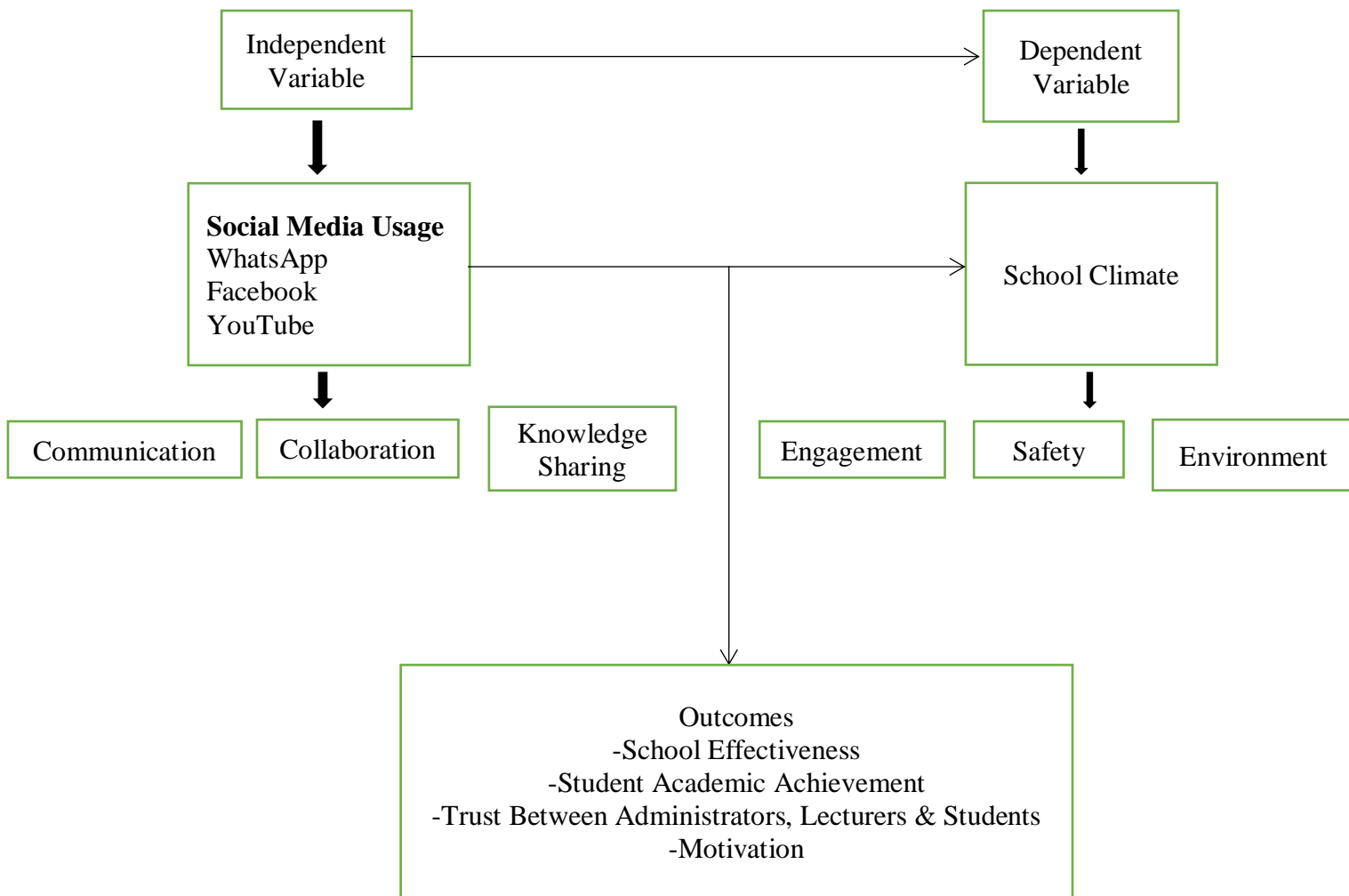
School climate domains

Examining school climate domains can help provide a framework for identifying strategies and practices, action planning, and assessment. There are multiple domains that characterize a school's climate. Several models of school climate domains exist, including one from the National Center on Safe Supportive Learning Environments (NCSSLE) (U.S. Department of Education, 2018). The three domains highlighted in Figure 1, adapted from the NCSSLE model and California Safe and Supportive Schools (Mahecha & Hanson, 2020), are belonging and connections, safety and wellness, and environment, and the ten subdomains are interrelated.

Figure 2: School Climate Domains
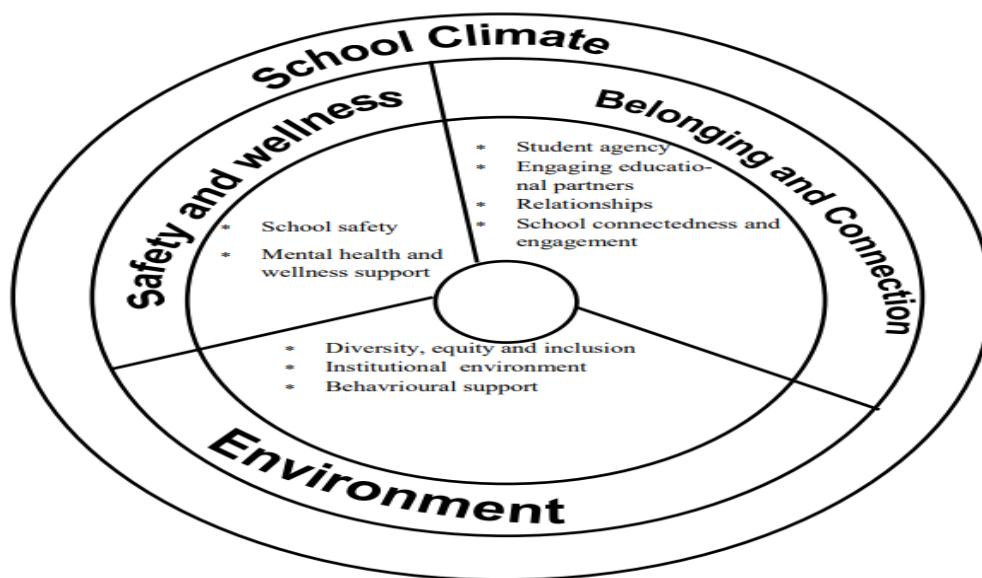
Source: Adapted from the National Center on Safe Supportive Learning Environments. (2022).

Belonging and connections

Relationships: The quality of the relationships within the school is at the heart of school climate. Having positive relationships at school is one of the strongest predictors of student academic achievement and teacher work satisfaction. Consistent, positive relationships among all who interact within a school including students, school staff, family members, and other adults who support the school are essential to facilitating connections at school and providing a safe and supportive school environment (National School Climate Center, 2016).

School Connectedness and Engagement: Building and sustaining a culture of school connectedness and engagement is vital for young people to thrive and for creating a positive school climate. When students feel connected to school, they have better attendance, grades, and test scores and are more satisfied with school (O'Malley & Amarillas, 2011). Students are also more likely to engage in healthy behaviors when they feel connected to school and are less likely to experience emotional problems. Connectedness and engagement often result in greater class participation, completion of coursework, and extracurricular activities (NCSSLE, 2022).

Engaging Educational Partners: Ongoing research shows that engaging educational partners in school including school staff, and community partners improves student achievement, reduces absenteeism, and fosters parents' confidence in their children's education (NCSSLE, 2022).

Student Agency: Students have agency when they drive their own learning through activities that are inclusive, meaningful, and relevant. Having opportunities that allow students to be self-directed helps them utilize critical-thinking and problem-solving skills and can increase their connectedness to school by providing autonomy to be active participants in their own academic career. By encouraging students to have more control over their learning, students graduate from school with a range of skills that support them in being lifelong learners (Blum, 2005).

Safety and wellness

School Safety: Students and adults should feel safe emotionally, psychologically, and physically. A safe school environment is crucial for the healthy academic and social development of students. Learning occurs best when everyone feels safe and secure from perceived and actual threats. Common school wide practices that create an environment of safety and wellness include establishing a climate of inclusion and respect, promoting relationship building and conflict resolution, putting universal violence prevention programs that support the entire school community into place, and creating proactive policies and programs to prevent bullying and harassment (NCSSLE, 2022).

Mental Health and Wellness Supports: The mental health and wellness supports of both students and staff are a vital part of holistic supports. Schools play a critical role as the first line of defense for mental health awareness as students increasingly report struggling with anxiety, chronic sadness, and psychological stress (National Alliance on Mental Illness, 2022). Having

higher levels of life satisfaction and optimism can improve self-esteem and academic performance and can reduce a sense of hopelessness and suicide ideation (Hirsch & Conner, 2006; Vargas-Medrano et al., 2020). Early identification through the use of universal screeners can identify students who need interventions, increase awareness of the complexity of their needs, inform decisions and provision of services, and reduce the stigma of mental health.

Environment

Diversity, Equity, and Inclusion: In an increasingly multicultural and diverse society, respect for diversity and culturally responsive practices creates a school environment that is more open and accepting. Being respectful of diversity by creating practices and experiences that affirm culture and language supports positive outcomes for all student groups. Building on identities including those based on race, ethnicity, gender, sexuality, and ability as assets helps support learning. Students who learn about various cultures and identities are more confident and empathetic toward others. An environment that is inclusive provides a safe experience for all (Warner & Browning, 2021).

Instructional Environment: Research has linked positive instructional environments to higher student achievement and graduation rates. Positive instructional environments provide high-quality instruction with opportunities for student voice, culturally responsive content, and social emotional learning that is integrated into an instructional approach. A positive instructional environment engages all students and allows classrooms to become communities in which students feel connected and become active participants in their academic experience (NCSSLE, 2022).

Physical Environment: Safe, clean, and comfortable surroundings make for a space in which students can learn (NCSSLE, 2022). Students and staff are more receptive to the learning environment when it is physically maintained, and each member of a school community has a role in contributing to the care of the physical environment. Level of upkeep, access to clean water, and ambient lighting and noise are all critical to the quality of a physical environment. A well-maintained physical environment promotes institutional pride, positive behaviors, and a sense of safety (Penn State Center for Evaluation and Education Policy Analysis, 2022).

Behavioral Supports: Clarity and fairness regarding rules, discipline practices, and routines should be considered as school and district behavioral support policies are reviewed. Providing

a safe and supportive environment includes ensuring that discipline policies and responses are developed collaboratively with educational partners such as students, staff, and family members and are developmentally appropriate and equitable. Policies that are culturally responsive and developed collaboratively are most effective when they align with districtwide expectations. Disciplinary responses should progress from less severe to more severe, should respect individuals, and should be logical, consistent, and instructive.

The Influence of stakeholders on school climate

Administrators play an important role in creating a sustainable positive school climate (Bryk & Schneider, 2012; Fonagy et al., 2019). Schools' climate improvement efforts are grounded in the interwoven nature of the relationships between and among students, teachers, families, schools, and other associated community members. Students exist within an ecological system as defined by Bronfenbrenner (1979). Each ecosystem influences student development as interactions are shaped by the factors that exist within the ecosystem (Berk, 2016). Factors, such as the establishment of relational trust is paramount to fostering a sustainable positive school climate as the foundation for school improvement (Bryk & Schneider, 2002). Administrators are the key to setting expectations and norms for the school community (Grissom et al., 2021).

Several reviews of research have established the importance of the administrators in school climate (Holmes Elizabeth, M. 2016). Indeed, for school-level factors, only the influence of classroom instruction outweighs the influence of the administrators on school climate (Johnson-Holder et al, 2019). Administrators' influence on school climate is so powerful because they can aggregate smaller factors (e.g., organization of time, supervision and evaluation of teachers, homework policies) that, in and of themselves, only have a minimal influence on school climate (Combs, A.W., 1962) describe the role of the administrators in setting the conditions for improving school climate. Namely, administrators influence school climate by focusing on the "motivation of the teachers and working conditions" (Coelli et all, 2012). To improve school climate, administrators turn their attention to cultivating a sustainable positive school climate that is marked by trust and teamwork, as well as one that encourages teachers to take responsibility for students, not only in their classroom but also in the school as a whole (Andrews, R., & Soder, R. 1987).

Administrators' influence student's achievement and the school instructional program, both of which are associated with school climate (Bossert et al, 1982). Clifford et al (2012) state that school climate is created as a result of the administrators work via the many domains of school leadership that include community relationships and engagement. They further define school climate as the factors that influence the life of the school as it supports teaching and learning (Clifford et al, 2012). These factors include goals, values, interpersonal relationships, formal organizational structures, and organizational practices (Clifford et al, 2012). Marzano et al. (2004) also linked school climate, school leadership, and quality instruction as factors associated with an effective school. Kelly et al. (2005) established that administrators' behaviors are related to school climate, especially via the domains of effective communication, teacher advocacy, participatory decision-making, and equitable evaluation procedures. Purkey, W.W., et al. (2015) described the benefits of a positive school climate for teachers through increased job satisfaction and reduced stress.

Improved school climate and improved outcomes for teachers and students are linked (Collie et al., 2012; Thapa et al., 2013; VanLone et al., 2019). When a positive school climate is established, students benefit from improved academic outcomes and improved behavior (Rudasill et al 2017). It is clear that school climate not only has a significant relationship with how well students progress academically but also is a variable that explains more about differences in academic growth than student demographics (Berkowitz et al, 2017; Davis & Warner, 2018; VanLone et al, 2019).

As the leader of the educational environment, the school leader has a direct influence on the climate of the school (Branch, G.F., et al 2020). By arranging intra-school communication (Davis & Warner, 2018) school leaders improve teacher morale, parent partnerships, and professional-colleague solidarity, which positively affects students' teaching (Johnson-Holder et al 2019). High teacher morale and solidarity increase teachers' job satisfaction, commitment to school and sense of honor (Kane, E et al 2016). For this reason, school climate is not a static concept, but a constantly changing situation that needs to be monitored and improved (Sara, B. 2021). As the school leader, the school leaders monitor the climate and organizes the processes and practices to ensure the healthy development of the environment (Hoy & Miskel, 2015).

Showers, S.C., (2019) stated that school leaders are consciously motivated to develop and maintain a positive school climate. Kellert et al. (2015) found that the most important aspect of sustaining a successful educational environment is effective leadership. They found that

leadership styles have a positive effect on school climate when school leaders paid attention to the individual needs of their employees and facilitate knowledge and skill development within a complex community of educators. When school leaders are involved in the teaching there will be a positive effect on school climate and student achievement (Smith et al., 2020; Van Houtte, 2015).

School leaders are responsible for this focus on academic emphasis by creating an environment where teachers can provide this support to students. Because school leaders play an important role (Johnson-Holder et al 2019), positively affecting school components, they also gain momentum towards achieving organizational goals (Kendra et al 2022). stakeholders exert positive influences in a variety of ways (Nienke, M., Peter, J.C., & Sleegers, M. 2017), such as determining the way of learning at school and creating both the social and intellectual contexts of the school (Mitchell & Castle, 2015). They also mentor and create or follow a vision (Bartsch, M., & Subrahmanyam, K. 2015). Researchers have found that there is a strong relationship between school administrators' ability to influence school stakeholders and positive school climates (Adams et al., 2017).

Principal's support (Thapa et al., 2013) and affect school climate positively, which allows teachers to positively affect students' academic success (O'Toole, Jessica Lyn, 2020). A positive climate radiates warmth, belonging and colleague solidarity, and stakeholders are responsible for sustaining such an environment so that teaching and learning can take place (Gulzar et al 2022).

Higher education leaders use of social media and school climate

Social media plays a key role in the work of school leaders and allows them to shape many forms of messaging related to their school communities (Gonzales et al., 2011). Schools, like any organization, need to attend to how their audiences and stakeholders interact with their social media platforms (Bayse, D. 2014). Examining interactions such as "likes", "follows" and "shares" helps to determine the type of content the community desires (Showers, S.C. 2019). The influence of social media is important not only for educational institutions but for nonprofit organizations as well. Curtis et al. (2010) describes the positive benefits of a dedicated social media presence for non-profit organizations namely: the ability to reach a target audience, promote a specific cause, and provide multiple communications platforms. Social media

provides administrators and schools with the same ability to interact with their stakeholders (Phiri et al 2020).

Social media is a powerful tool to engage university staff and other community stakeholders (Stotler, Alonzo, 2022). Administrators in particular, can leverage the power of social media to engage and inform stakeholders while fostering relationships (Ferriter et al, 2011). Schwartz (2017) reports that many schools in developed countries are using technology platforms to engage with lecturers and students and to foster communication about expectations, assignments, attendance, events, and the like. The effect of social media's asynchronous nature allows school leaders to "bring more people into the room" (Thapa & Cohen 2013). Harnessing the power of social media allows school leaders to be able to gain the trust of stakeholders, enjoy more positive feedback from stakeholders, and open a powerful avenue of two-way communication (Kellough & Hill, 2014; Larkin, 2015). Though not widely used, the ability to provide two-way communication provides administrators with the opportunity to communicate directly with stakeholders and, when done well, this direct communication may help administrators address complex situations that arise (Kimmons, et al, 2018; Larkin, 2015).

Additionally, schools that use technology platforms that allow for two-way communication, where staffs were able to "like" posts or comment on posts, were able to track staffs' engagement on the platform and better match content to the needs of the staffs. For example, by tracking staffs' interactions with the content, school leaders may more effectively manage their schools' online presence (Uddin, M.K., et al 2022).

Making connections between schools and the larger community is one of the potential strengths of social media's application to the educational setting (Bayse, 2014). Administrators should note Warner et al. (2009) suggestions for non-profits to build more effective Virtual Communities: use multimedia to engage stakeholders; keep stakeholders updated, and summarize campaigns for stakeholders.

Communication through social media and its influence on school climate

As social media has become commonplace in society, district and school administrators have used various platforms to engage in dialogue with stakeholders, disseminate information, build professional networks, and share resources (Anderson, C. 1987). School leaders, in particular, have found social media to be a platform rich with possibilities to facilitate communication with their school communities (Cox & McLeod, 2014; Sheninger, 2014). As organizations,

schools share communication concerns with other non-profit entities and social media can help to address stakeholder concerns (Borum, R., et al 2010). Inherent in the use of social media to address complex situations is the concept that the administrators have already used the social media platform to communicate with stakeholders about matters that are not as urgent or complex (Borum, R., et al 2010).

Houghto, D., et al (2022) state that the most opportune time to build community relationships is when there is not an imminent problem or situation. Whether using traditional forms of communication or using social media platforms, communication is most effective when it is planned (Lober, 1993). Administrators who use social media as a means of communication successfully may have more empowered teachers, better-informed school communities, and strengthened community relationships (Ferriter & Ramsden, 2011).

Elements of communication

Communicating and developing relationships with stakeholders is a foundational principal of successful school leadership (Hoyle et al., 2016). Successful school leaders "present a vision that audiences understand and support, request and respond to community feedback, build consensus, and mediate conflict" (Hoyle et al., 2016). As administrators use social media to communicate, they are linking ecosystems inhabited by the various distinct groups of stakeholders, i.e., students, faculty, families, and community members (Bronfenbrenner, 1979).

Gulzar, M.A et al (2022) advances a framework for an ecological understanding of communication. In this framework, communication has four aspects: messages, people, language, and media (Gulzar, M. A. et al (2022). A message's purpose, according to Gulzar, M. A. et al (2022), is to "communicate something that we imagine such that another person can correctly interpret the message and thus imagine the same thing". As administrators communicate a desired message on social media platforms to their stakeholders, the message is the product of people, language, and media (Gulzar, M. A. et al (2022). Messages designed to communicate with stakeholders are critical to the organizational mission of schools (Wang, 2016). Gulzar, M. A. et al (2022) states that people are the creators and consumers of the message and that the roles can be reversed based on a two-way message cycle. For schools, this takes shape as social media platforms are used as two-way communication models (Waner, 2021). Two-way communication on social media may increase relationships with stakeholders (Downes & Stephen 2012).

Language is used to construct messages (Coellie, R. J et al 2012). Within the confines of social media platforms, unique language constructs exist (Wang, 2016). For example, Twitter uses 280 characters as a limit on messages, Instagram uses 2200 characters as a limit on posts, the @ symbol is used to engage another user or entity on both Twitter and Instagram, and a hashtag (#) placed before a word or phrase allows that word or phrase to be tracked across the platform (Carpenter et al, 2020; Lovejoy et al., 2012; Wang, 2016). Maxim et al (2018) classify the hashtag (#), retweet (RT), and inclusion of a separate hyperlink as one-way communication. Hashtags (#'s) allow topics or posts to be tracked across users (Combs, a.W.1962). Conversely, the use of the @ symbol or "tagging" someone in a post may be indicative of two-way communication (Nickerson, A., Mayer, M., & Furlong, M. 2015). Loukas A. (2007) defines a medium as "a system that enables the construction of messages using a set of languages such that they can be consumed". Carpenter et al. (2020) posit that "the medium is the message" applies to social media platforms in that the platforms themselves shape the user's thoughts and actions. Each social media platform (i.e., medium) has its distinctive characteristics which may lead users to engage with each platform in varying ways (Carpenter et al, 2020).

Despite the possibility for two-way communication on social media platforms such as Twitter and Instagram, schools have primarily used these social media platforms to deliver information to stakeholders in ways that do not appear to promote community discourse or interaction (Alsulimani, T., Sharma, R.,2019). Over a wide variety of studies, schools, as well as nonprofit organizations of many types, have relied on social media to engage in one-way information sharing and broadcasting that does not embrace the potential of social media to build collaboration and interaction (Alsulimani, T., Sharma, R.,2019). Jamal A. et al (2020) posit that schools may be using WhatsApp to deliver messages to stakeholders rather than creating a virtual community. Daniel, E.S. A. et al. (2013) state schools are using Twitter to "talk at families rather than to talk with them". Warner, S. (2021) suggests that adding an element of symmetrical communication is an essential part of an overall communication strategy. There are a variety of communication strategies that may be complemented by the use of social media including blogs, listservs and newsletters (Zeleke, S. et al, 2022). Administrators are acknowledging that the use of social media may be beneficial to communicate with students. Dharma, B. 2016) reports that social media is a beneficial vehicle to communicate with students.

Many kinds of research confronted on the applicability of social media in higher education for interaction with colleagues with 90% of faculty members using some social media platforms in

courses they were usually teaching or professional purposes out of the campus life. Facebook and YouTube are the most visited sites for the professional outcomes, around 2/3rd of the all-faculty use some medium for a class session, and 30% posted contents for students' engagement in reading, view materials (Moran, Seaman, & Tinti-Kane, 2020).

Collaboration through social media and its influence on school climate

The potential use of social media leads to collaborative learning environments which allow students, lecturers and administrators to share education-related materials and contents (Fisher & Baird, 2020). Social networking sites enhances the collaboration and construction of knowledge byway of instruction with outside experts (Siemens, 2005). Students' engagement in social media and its types represent their physical and mental involvement and time spent boost to the enhancement of educational Excellency, time spent on interaction with peers, teachers for collaborative learning (Kevin, 2022). Students' engagement enhanced when interacting with peers and teacher was in the same direction, shares of ideas (Chickering & Gamson, 2019). Social media provides the robust personalized, interactive learning environment and enhances in self-motivation as cited in (Al-Mukhaini, Al-Qayoudhi, & Al-Badi, 2020).

Johnson-Holder et al. (2019) argue that social media is a powerful tool for school administrators that connects them with their stakeholders because it may be used to build school community and increase connections. Social media sites, like Twitter, LinkedIn, Facebook, WhatsApp can be used by stakeholder, school administrators, lecturers and students to collaborate through information sharing and decision making (Lockey, 2021). The involvement of students in establishing and collaborating the expectations of the school may contribute to the development of a positive, sustained school climate (VanLone et al., 2019). School leaders can harness social media as a powerful tool to advance school safety, equity and inclusion, belonging and connectedness (Joseph, K.W et al 2022).

Several studies have demonstrated that a strong collaborative culture serves as an impetus for teacher learning, because the sharing of ideas and practices can provide teachers with learning opportunities (Hoekstra et al., 2009; Jurasaite-Harbison & Rex, 2010). Moreover, teacher collaboration can improve a teacher's relationships with colleagues, and students which can enable peer learning (Berg & Chyung, 2008; Jurasaite-Harbison, 2009). Social media helps school administrators not only to strengthen their professional development networks and share

instructional practices but also to build deep engagement with their communities (Karaa et al 2016). Social media plays a key role in the work of school leaders and allows them to shape many forms of messaging related to their school communities (Gonzales et al., 2021).

Kendra (2022) advances the "role of individual commitment in collectivity and the social nature of group action", creating a collaborative, group stickiness intention. Along with connecting stakeholders, using social media to enhance a school's brand is one of the functions of social media platform. (Clark, 2022; Sauers & McLeod, 2020). Social media platforms' appeal to individuals can be a strong advertisement (Kendra, 2022). Aspects of school climate such as safety goes beyond physical security; safety is important because it creates a sense of security in school that fosters student learning and support (Gregory et al., 2020). A good strategy to increase school safety is for institution to create school social media platforms for collaboration among stakeholders where they will be sharing of knowledge, information dissemination.

Administrators are crucial in setting the tone of school climate. Administrators play an important role in fostering relationships, creating positive framework, commending successes, and selecting suitable staff (Doll, 2020). Administrators should promote a positive school climate by simultaneously embodying feelings of support and structure. School leaders should clearly communicate rules to their students and demonstrate that the behavior standards are followed consistently and objectively. They should also ensure that students feel safe talking to and seeking help from at least one adult in the building (Gregory et al., 2020).

A researcher of the University of Central Florida reported that electronic devices and social media create an opportunity to the students for collaborative learning and also allow the students in sharing resource materials to their colleagues (Gikas & Grant, 2017).

Knowledge sharing through social media and its influence on school climate

Knowledge sharing through social media promotes a positive school climate (Skinner & Belmont, 2020), increases grade rate (Connell, Spencer, & Aber, 2020), triggers student performance and positive expectations about academic abilities (Skinner & Belmont, 2021). Aspects of school climate such as School connectedness should be taken into consideration. School connectedness has been a focus in school climate research. The Centers for Disease Control and Prevention (CDC, 2019) describe school connectedness as, "the belief by students that adults and peers in the school care about their learning as well as about them as individuals". CDC, (2019) is also associated with student health and academic outcomes (Houghto, D. 2022

& Blum, 2022; Thapa et al., 2023). Additionally, students' feelings of connectedness to their school mediate the association between school climate and level of aggression (Wilson, 2019). The CDC provides several resources for improving school connectedness: a strategy guide, a staff development program, and fact sheets for school districts and administrators, teachers and other school staff, and for parents and families (National School Climate Center, 2022).

Recently educators have started using some of the principles emerging out of these online open communities such as a focus on agency and non-hierarchical information sharing to spur knowledge building (Scardamalia & Bereiter, 2020) and learning (Garrison and Arbaugh, 2019) in classrooms. While these communities share similarities with the earlier mentioned problem-solving communities, the internet creates a new (very), recognizable context for online communication and knowledge creation. There have recently been efforts to develop similar online communities among educators (mostly among teachers); however, it has been difficult to create these communities with high levels of trust and belief in their efficacy. Such online communities demand ongoing investment from participants, online collective efficacy for participation in leadership communities (Glassman et al., 2021), base level digital literacy (Showers, 2019) and abilities to spur non-hierarchical communication (Phiri et al., 2022).

Schwartz (2017) reports that many schools are using technology platforms to engage with families and to foster communication about expectations, assignments, attendance, events, and the like. Cox and McLeod note that due to social media's asynchronous orientation, school leaders are able to "bring more people into the room" (2014) such as those families that may experience time poverty (Lareau, 2018). School leaders who harness the power of social media are better able to gain the trust of stakeholders, enjoy more positive feedback from stakeholders, and open a powerful avenue of two-way communication (Kellough & Hill, 2014; Larkin, 2015; Wang, 2016). Additionally, schools that use technology platforms that allow for two-way communication, where parents are able to "like" posts or comment on posts, are able to track parents' engagement on the platform and better match content to the parental need (Schwartz, 2017).

Social media platform in academic institutions allows students to interact with their mentors, access their course contents, customization and build student's communities (Greenhow, 2014). 90% school going students currently utilize the internet consistently, with more than 75% using online networking sites for learning (DeBell & Chapman, 2014; Lenhart, Arafeh, & Smith, 2008; Lenhart, Madden, & Hitlin,2015).

Theoretical Framework

Faced with globalization and the inclusion of the Internet in the educational process, new dilemmas have emerged. In response, innovative theories of learning must be born and the teacher, including the student should create different strategies to learn and prepare new skills.

While there is talk of student-based learning and collaboration in institutions, it should be kept in mind that at the time those theories were formed present technologies did not exist. Technology has created and defined a new culture, reshaping the way we communicate study and learn. With this phenomenon, the need arises to create a new theory which can adapt to these changing circumstances. This emerging theory is the theory of connectivism.

Theory of connectivism (George Siemens and Stephen Downes, 2005)

Connectivism was first introduced in 2005 by two theorists, George Siemens and Stephen Downes. Siemens' article Connectivism: Learning as a Network Creation was published online in 2004 and Downes' article an Introduction to Connective Knowledge was published the following year. In this research, the theory of connectivity will be exposed as a completely new emerging model of improving learning and the school climate in general. The connectivity is the integration of principles explored by chaos, networks, complexity and self-organization theories; it is focused on connecting specialized information sets, and the connections that allow us to learn in an information society where there are so many changes.

Connectivism is a relatively new learning theory that suggests students should combine thoughts, theories, and general information in a useful manner. It accepts that technology is a major part of the learning process and that our constant connectedness gives us opportunities to make choices about our learning. It also promotes group collaboration and discussion, allowing for different viewpoints and perspectives when it comes to decision-making, problem-solving, and making sense of information. Connectivism promotes learning that happens outside of an individual, such as through social media, online networks, blogs, or information databases.

Connectivism not only builds on the earlier notion of connectionism from computer science but also on the idea of situated cognition, that knowledge occurs not only in the minds of individuals; but rather exists within and between groups. Its heritage so includes that of collective intelligence, which is the idea that through the use of collaborative technologies people can

carry out a task as if the group were a single organism rather than individual agents. According to connectivists, learning is more than our own internal construction of knowledge. Rather, what we can reach in our external networks is also considered to be learning. From this theory, two terms—nodes and links—have been commonly used to describe how we gain and connect information in a network.

In connectivism, students are seen as "nodes" in a network. A node refers to any object that can be connected to another object, like a book, webpage, person, etc. Connectivism is based on the theory that we learn when we make connections, or "links," between various "nodes" of information, and we continue to make and maintain connections to form knowledge. One-way teachers implement connectivism is through the use of classroom social media. For example, a class Twitter account can be used to share information, engage in discussion or announce homework tasks. This can help boost class engagement and open the lines of discussion among students and teachers.

Based on such thinking, we hold the view that the collective knowing of a group of people is greater than any one individual's knowledge. Moreover, group knowledge is knowledge not simply in symbolic or poetic ways but in literal ways, in that it can be defined as the set of connections formed by action or experience. Knowledge is inherently distributed and relies on the presence of networks without which it could not exist. Concurs with Downes, Stephen (2012), that "knowledge" is emergent from an individual's learning network as connections are recognized, that is, "learning occurs as connections are made" heritage also includes that of collective intelligence.

How people works and function is altered when new tools are used. The field of education has been slow to recognize both the impact of the new learning tools as changes in the environment of what it means to learn. The connectivity provides understanding of the learning abilities and tasks necessary for the apprentices to thrive in a digital age. As knowledge continues to grow and evolve, access to what is needed is more important than what the learner currently possesses.

Connectivism is a powerful idea. The central premise is that connections created with unusual nodes supports and intensifies existing large effort activities. This amplification of learning, knowledge and understanding through the extension of a personal network is the epitome of connectivity. A real challenge for any learning theory is to actuate known knowledge at the

point of application. When knowledge, however, is needed, but not known, the ability to plug into sources to meet the requirements becomes a vital skill.

The connectivism view of learning as a network creation process significantly impacts the way learning is designed and developed. While the act of learning is seen as a function under the control of the learner, designers need to shift the focus to fostering the ideal ecology to permit learning to occur. By recognizing learning as a messy, nebulous, informal, chaotic process, we need to rethink how we design our instruction. Blogs, wikis, and other open, collaborative platforms are reshaping learning as a two-way process.

Organizational change resulting from information system implementation must result from interactions between actors, whether human or machine, within the organization. Information, values, processes and behaviour are transmitted through relationships which, hopefully, add value to the organization. An organization may be viewed as consisting of a network of relationships, which are supported by information systems. Within these networks, subcultures or communities-of-practice may exist. The interactions within these relationships provide dynamic networks of connection that support knowledge flow, enable the spread of socialization and encourage the growth and death of concepts, ideas and values.

Principles of connectivism

- Learning and knowledge rests in diversity of opinions.
- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances.
- Capacity to know more is more critical than what is currently known
- Nurturing and maintaining connections is needed to facilitate continual learning.
- Ability to see connections between fields, ideas, and concepts is a core skill.
- Currency (accurate, up-to-date knowledge) is the intent of all connectivism learning activities.
- Decision making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision.

Connectivism also addresses the challenges that many corporations face in knowledge management activities. Knowledge that resides in a database needs to be connected with the right people in the right context in order to be classified as learning.

The starting point of connectivism is the individual. Personal knowledge is comprised of a network, which feeds into organizations and institutions, which in turn feed back into the network, and then continue to provide learning to individual. This cycle of knowledge development (personal to network to organization) allows learners to remain current in their field through the connections they have formed.

Perezl, E., Manca, S. (2023) explore the phenomenon that "people have much more knowledge than appears to be present in the information to which they have been exposed". They provide a connectivism focus in stating "the simple notion that some domains of knowledge contain vast numbers of weak interrelations that, if properly exploited, can greatly amplify learning by a process of inference". The value of pattern recognition and connecting our own "small worlds of knowledge" are apparent in the exponential impact provided to our personal learning.

John Seely Brown presents an interesting notion that the internet leverages the small efforts of many with the large efforts of few. The central premise is that connections created with unusual nodes supports and intensifies existing large effort activities. Brown provides the example of a Maricopa County Community College system project that links senior citizens with elementary school students in a mentor program. The children "listen to these "grandparents" better than they do their own parents, the mentoring really helps the teachers...the small efforts of the many- the seniors complement the large efforts of the few – the teachers." (2002). This amplification of learning, knowledge and understanding through the extension of a personal network is the epitome of connectivism.

Building social media communications have the potential to spur on-the-fly problem-solving and cohesive group interactions. Recently educators have started using some of the principles emerging out of these online open communities such as a focus on agency and non-hierarchical information sharing to spur knowledge building (Sosyl, S.K. 2021) and learning (Houghto, D. 2022) in classrooms. While these communities share similarities with the earlier mentioned problem-solving communities, the internet creates a new (very), recognizable context for online communication and knowledge creation. There have recently been efforts to develop similar online communities among educators (mostly among teachers); however, it has been difficult

to create these communities with high levels of trust and belief in their efficacy. Such online communities demand ongoing investment from participants, online collective efficacy for participation

Recently educators have started using some of the principles emerging out of these online open communities such as a focus on agency and non-hierarchical information sharing to spur knowledge building (Scardamalia & Bereiter, 2010) and learning (Garrison &Arbaugh, 2007) in classrooms. While these communities share similarities with the earlier mentioned problem-solving communities, the internet creates a new (very), recognizable context for online communication and knowledge creation. Recently educators have started using some of the principles emerging out of these online open communities such as a focus on agency and non-hierarchical information sharing to spur knowledge building and learning in classrooms, (Scardamalia & Bereiter, 2010). While these communities share similarities with the earlier mentioned problem-solving communities, the internet creates a new (very), recognizable context for online communication and knowledge creation.

Using social media to engage and interact with stakeholders has gained traction with school leaders across the nation (Powers & Green, 2018). Yen (2020) argues that the power of social media is derived in part by offering its users opportunities to share knowledge and experience Researchers have found that school climate has many positive benefits in the overall school system. More specifically, school climate has a positive influence on academics, students, educators, relationships, safety, and the physical environment.

According to the CDC's School Health Index, a positive psychosocial school climate "is characterized by caring and supportive interpersonal relationships, opportunities to participate in school activities and decision making, and shared positive norms, goals, and values" (2014, p. 14). Furthermore, the School Climate Council states: "A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes norms, values and expectations that support people feeling socially, emotionally, intellectually and physically safe. People are engaged and respected. Students, families and educators work together to develop, live and contribute to a shared school vision. Educators model and nurture an attitude that emphasizes the benefits and satisfaction from learning. Each person contributes to the operations of the school and the care of the physical environment

Social capital theory, Bourdieu (1986), Coleman (1988) & Robert Putnam (1993)

Social capital can be seen as the networks of relationships among people who live and work in a particular society, enabling that society to function effectively. in order to understand the supportive role of social ties for an innovative climate, we draw on the concept of social capital. Several scholars have contributed to the conceptualization of social capital, each offering a nuanced understanding of the concept and emphasizing a different aspect of social capital. as defined by its principal theorists, social capital refers to 'the sum of the actual and potential resources embedded within, available through, and derived from the network of relationships possessed by an individual or social unit. Social capital thus comprises both the network and the assets that may be mobilized through that network'.

Figure 3: A Conceptual model of social capital
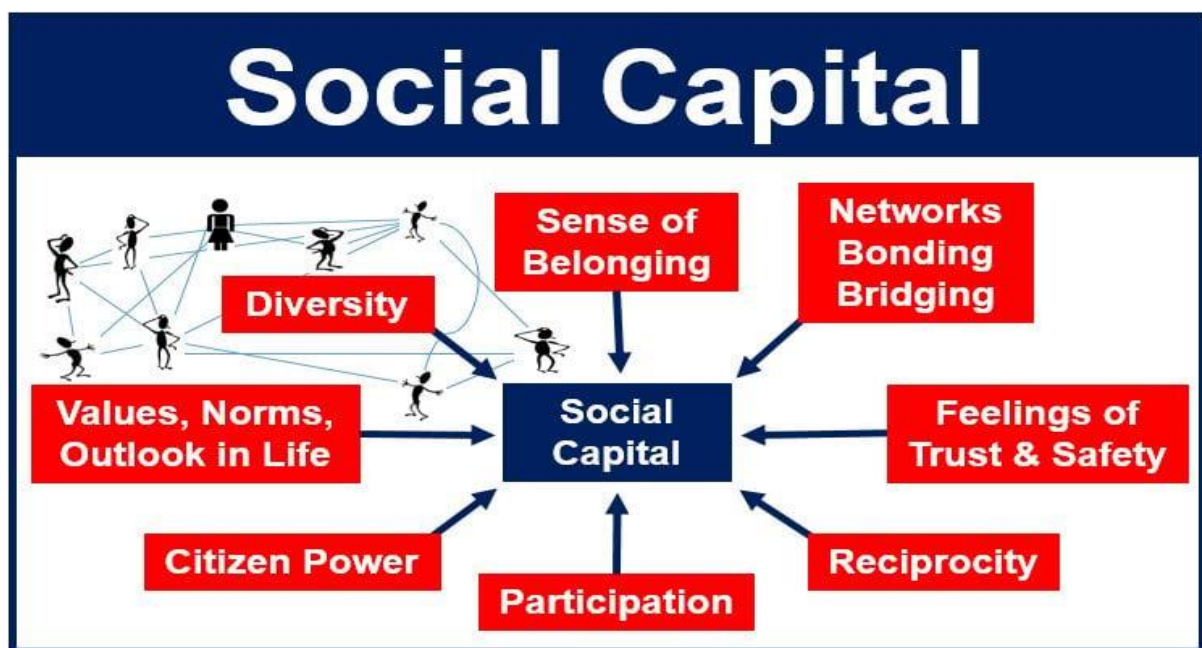
Source: Bourdieu (1986)

Within education, social capital is the relationship between students, families, communities, and teachers available to support and motivate students toward academic success.

Feelings of trust and safety

The explanation of social capital as access to institutional resources has its roots in the work of Pierre Bourdieu. Bourdieu (1986) was the first sociologist to systematically analyze the concept of social capital. He defined social capital as the aggregate of actual or potential

resources linked to possession of a durable network of essentially institutionalized relationships of mutual acquaintance and recognition. In a school rich in social capital, the high levels of trust generate strong networks and collaborative relations among its members and stakeholders. High levels of social capital in a school strengthen its intellectual capital.

One of the most important aspects of the creation of interpersonal relationships is the establishment of trust. The relational dimension focuses on the character of the connection between individuals. This is best characterized through trust of others and their cooperation and the identification an individual has within a network.

Networks, bonding, bridging

Bridging social capital is more likely to provide valuable new information (Moshkovitz and Hayat, 2021). Some others describe the week and strong ties relationship as bonding and bridging social capital. Bonding social capital refers to strong ties: the intimate relationships people feel close to and trust. The relational dimension focuses on the character of the connection between individuals. This is best characterized through trust of others and their cooperation and the identification an individual has within a network. Hazleton and Kennan (2000) added a third angle, that of communication. Communication is needed to access and use social capital through exchanging information, identifying problems and solutions, and managing conflict.

With many debates on the dimensions of social capital still ongoing, two components can be found throughout most social capital literature. The first component of social capital addresses the pattern of social relationships, and is referred to as the structural dimension. The pattern of social relationships can be visualized as a social network that provides individuals with the opportunities to obtain resources through the formation of ties or links between people.

The use of social networks to study collaboration among teachers and students is growing rapidly. This study suggests that strong Student-Teacher networks benefit the dissemination of information on school-wide reform efforts, an open orientation towards innovation and overall school functioning, as well as counteract negative phenomena such as absenteeism and low job satisfaction due to teacher isolation.

Social networks can be characterized by the content that is exchanged within the social relationships. For example, collaboration networks may be built around information exchange and knowledge exchange related to work. Friendship networks may mainly encompass confidential discussions and social support. A common distinction between social networks based on the content that is transferred through the network, is the distinction between instrumental networks. Instrumental social networks describe relationships in which resources are exchanged that can facilitate achieving organizational goals.

Individuals are creating a virtual-network consisting of both bonding and bridging social capital. Unlike face-to-face interaction, people can instantly connect with others in a targeted fashion by placing specific parameters with Internet use. This means that individuals can selectively connect with others based on ascertained interests, and backgrounds. Facebook is currently the most popular social networking site and touts many advantages to its users

Participation

'Participation means the involvement of intended beneficiaries in the planning, design, implementation and subsequent maintenance of the development intervention. It means that people are mobilized, manage resources and make decisions that affect their lives' (Price and Mylius 1991).

Agarwal (2001) included insight into the diverse ranges of participation in his definition: 'At its narrowest, participation is defined in terms of nominal membership and at it broadest in terms of a dynamic interactive process in which all stakeholders, even the most disadvantaged, have a voice and influence in decision-making' (Agarwal 2001).

The World Bank (1995) identified the importance of participation of disadvantaged groups in their definition. 'The [genuine] participation of the poor and others who are disadvantaged in terms of wealth, education, ethnicity or gender' cited in (Warner 2021).

Factors such as level and type of participation as well as the level and type of existing social capital are likely to have different impacts on resultant social capital structure. At the upper level of participation, social capital building is likely to occur as a result of achievement, interaction, membership and group identity.

Group dynamics theory suggests that where groups form in response to adversity, group function is generally highly effective. This motivation for social interaction generates strong ties with strong norms of reciprocity and also places actors at structural holes.

Values, norms, outlook in life:

Norms are one of the main components of the social capital concept, and they are characterized as ensuring that common acts produce successful outcomes by adhering to common rules and traditions. The probability of breaking norms would be minimized due to people's high adherence to them. As a result, transaction costs will fall and the economy's productivity will rise (Vargas-Medrano et al 2020)

Putnam and Coleman drew attention to this influence of norms by stressing that norms are an informal form of social regulation.

Recent educational studies underline the value of strong social networks among teachers and students for the spread and depth of policy and reform implementation, schools' innovative climate, and their capacity to change. Research outside education suggests that formal and informal social relationships ('links') between organizational members play a crucial role in organizational learning by stimulating the development of new knowledge and practices.

As such, the extent to which organizational climates are able to innovate is in part dependent on the social links via social media within and across organizational units, as well as the links outside the organization.

Reciprocity

Thomas Sander defines it as "the collective value of all social networks (who people know), and the inclinations that arise from these networks to do things for each other (norms of reciprocity)." Social capital, in this view, emphasizes "specific benefits that flow from the trust, reciprocity, information, and cooperation associated with social networks." It "creates value for the people who are connected, and for bystanders as well." Meanwhile, negative norms of reciprocity serve as disincentives for detrimental and violent behaviors

Humans are a social organism; we have evolved to be social. Working together for collective action is hard-wired into us. We want to help, share and give to each other and receive in kind. Many things that we want and need cannot be created simply by our own efforts, so require

some form of collaboration and reciprocity. The benefits we derive from that sociability we call social capital. Social capital arises from the human capacity to consider others, to think and act generously, and cooperatively. In the school environment, collaboration, communication and knowledge sharing play a great role in achieving organizational goals. This can be achieved via the use of social media which is the primary focus of this research.

Until now, social capital theory has mainly gained interest among educational researchers with regard to students, for instance, to explain the impact of family or peer social capital on educational outcomes, such as student attainment and achievement (Goddard2003; Horvat, Weininger, & Lareau2003; Lareau & Horvat 1999; Morgan & Sorensen 1999; Ream and Rumberger 2008; Stanton-Salazar & Dornbusch 1995; see Dika & Singh 2002 for a review of educational research on social capital). However, organizational literature points to the value of social capital in organizational contexts (Leana & Van Buren 1999; Nahapiet & Ghoshal 1998). These studies argue that social capital contributes to organizational goals by facilitating the flow of information between individuals and overcoming problems of coordination (Adler & Kwon 2002; Lazega & Pattison 2001; Lin 2001; Tsai & Ghoshal 1998; Walker, Kogut, & Shan 1997).

In educational research, social capital has mainly gained interest in regard to students, for instance to explain the impact of family or peer social capital on educational outcomes, such as student attainment and achievement which is the primary goal of every institution in line with a positive school climate.

Citizen power

In Bourdieu's social capital theory, he offers a nuanced understanding of how social networks and relationships contribute to an individual's and a group's power and resources. In his framework, social capital refers to the resources and benefits that occur from one's social networks, which include connections, relationships and membership in various social groups.

Political economist Francis Fukuyama defines social capital as generally understood rules that enable people to cooperate such as the norm of reciprocity or religious doctrine like Christianity. Social capital is formed by repeated interactions over time and, he argues, is critical for development and difficult to generate through public policy. The importance of social capital for economic development is that these norms of behavior reduce transaction cost of exchange such as legal contracts and government regulations.

Fukuyama suggests that while social capital is beneficial for development, it also imposes cost on non-group members with unintended consequences for general welfare.

In the context of citizen power, social capital manifests as the ability of individuals or groups to mobilize their networks to achieve common goals, influence policy or effect social change. For instance, an institution with strong social networks can better organize collective actions, advocate for local issues, or build support for new initiatives so as to attain the institutions said objectives. Bourdieu's social capital theory highlights how citizen power is deeply intertwined with social networks. The interplay between social capital and citizen power underscores the importance of building and maintaining strong social connections for effective participation and influence in various spheres of life.

Diversity

Robert Putnam, in his later work, also suggests that social capital, and the associated growth of public trust are inhibited by immigration and rising racial diversity in communities. Lack of homogeneity led to people withdrawing from even their closest groups and relationships, creating an atomized society as opposed to a cohesive community. These findings challenge previous beliefs that exposure to diversity strengthens social capital, either through bridging social gaps between ethnicities or strengthening in-group bonds.

Sense of belonging

In educational practice and research around the globe, social relationships among educators are increasingly recognized as an important resource in support of school improvement and educational innovation. By sharing information, knowledge, and expertise, the likelihood that current knowledge is retained, multiplied, and new knowledge and practices are created, increases. In educational research, the importance of strong professional communities for organizational development, collective learning, and educational change is therefore often voiced and increasingly noticed. In practice, these communities are increasingly developed to create a climate oriented toward knowledge exchange and shared learning, with the goal to improve instruction and student learning, and improve the school environment.

Empirical studies

The Impact of communication through social media on school climate

Jamal and Nawab (2020), explore the role of social media in communication. This study is an attempt to examine the application and usefulness of social media and mobile devices in transferring the resources and interaction with academicians in higher education institutions across the boundary wall, a hitherto unexplained area of research. This empirical study is based on the survey of 360 students of a university in eastern India, cognizing students' perception on social media and mobile devices through collaborative learning, interactivity with peers, teachers and its significant impact on students' academic performance. A latent variance-based structural equation model approach was followed for measurement and instrument validation. The study revealed that online social media used for collaborative learning had a significant impact on interactivity with peers, teachers and online knowledge sharing behavior. Additionally, interactivity with teachers, peers, and online knowledge sharing behavior has seen a significant impact on students' engagement which consequently has a significant impact on students' academic performance. Grounded to this finding, it would be valuable to mention that use of online social media for collaborative learning facilitate students to be more creative, dynamic and research oriented. It is purely a domain of knowledge.

The impact of collaboration through social media on school climate

Amrit Thapa & Jonathan Cohen (2015) Explore a growing interest in school climate. Recently, the U.S. Department of Education, Center for Disease Control and Prevention, Institute for Educational Sciences, a growing number of State Departments of Education, foreign educational ministries, and UNICEF (United Nations International Children's Emergency Fund) have focused on school climate reform as an evidence-based school improvement strategy that supports students, parents/guardians, and school personnel learning and working together (collaboration) to create ever safer, more supportive and engaging schools. This work presents an integrative review on school climate research. The 206 citations used in this review include experimental studies, correlational studies, literature reviews, and other descriptive studies. The review focuses on five essential dimensions of school climate: Safety, Relationships, Teaching and Learning, Institutional Environment, and the School Improvement Process. We conclude with a critique of the field and a series of recommendations for school climate researchers and policymakers.

The impact of knowledge sharing through social media on school climate

Femi Olan, Uchitha Jayawickrama (2022), explore Artificial intelligence and knowledge sharing: Contributing factors to organizational performance. The evolution of organizational processes and performance over the past decade has been largely enabled by cutting-edge technologies such as data analytics, artificial intelligence (AI), and business intelligence applications. The increasing use of cutting-edge technologies has boosted effectiveness, efficiency and productivity, as existing and new knowledge within an organization continues to improve AI abilities. Consequently, AI can identify redundancies within business processes and offer optimal resource utilization for improved performance. However, the lack of integration of existing and new knowledge makes it problematic to ascertain the required nature of knowledge needed for AI's ability to optimally improve organizational performance. Hence, organizations continue to face reoccurring challenges in their business processes, competition, technological advancement and finding new solutions in a fast-changing society. To address this knowledge gap, this study applies a fuzzy set-theoretic approach underpinned by the conceptualization of AI, knowledge sharing (KS) and organizational performance (OP). Our result suggests that the implementation of AI technologies alone is not sufficient in improving organizational performance. Rather, a complementary system that combines AI and KS provides a more sustainable organizational performance strategy for business operations in a constantly changing digitized society.

Chapter Three
Research Methodology

This chapter presents a detailed description of the methodological approach and research design adopted for the study. This includes: The research design, the target population, sample size and the sampling techniques used as well as a description of instruments, which were used for data collection. The method used in this research was a quantitative method and the design adopted was a correlational design. The section will explain the data collection procedures, methods used to analyze the data and ethical issues considered in the field during the research.

Research design

A research design is a systematic plan to study a scientific problem. According to Amin (2005) a research design is the conceptual structure within which the research is conducted and constitutes the blue-print for the measurement of variables collection and analysis of data. This study was carried out using the correlational research approach. The study adopted a quantitative method and was used to collect data on the school-based practices, in particular the correlational research design.

Area of study

A research area is a physical site where a study or a current research project is being conducted. This study on social media usage and its influence on school climate was conducted in the Faculty of Education of the University of Yaounde I. The researcher wanted to find out if social media usage has an influence on the school climate.

This research focuses on the University of Yaounde I, Faculty of Education. This faculty has four departments namely: The Department of Curriculum and Evaluation, Department of Special Education, Department of Didactics of Discipline and Department of Fundamental Studies in Education. These departments have six fields of study. These fields are: Curriculum and evaluation, Educational Management, Didactics of discipline, Special Education, Extracurricular Education and Fundamental Studies in Education. The programs in the faculty of Education are designed to empower educational administrators to acquire skills in school administration, planning, monitoring and evaluation. It also imbeds in the learner's competences and skills in different areas of specialization. The programs are well designed to

develop research skills and abilities to use these skills in establishing meaningful and appropriate management programs.

The courses are aimed at instilling students with skills in managerial abilities (administration, planning and supervision), so as to develop intellectual and professional know-how towards administrative policies and the certitude to use these skills effectively and efficiently to bring about meaningful needed to improve Cameroon's educational system.

Population

Target population

Target population refers to the total number of subjects, or the total environment of interest to the researcher (Oso & Onen, 2011). It refers to the larger group with one thing in common from which the sample is taken. The study targeted   population is the masters 1&2 students of the Faculty of Education of the University of Yaounde I, with a total of 993 master's students from the four departments.

Table 1: Target population

Department	Target population
Curriculum & Evaluation	484
Didactics of Discipline	192
Educational Foundations	92
Special Education	225
Total:	993

Source: Examination Results, 2022\2023

Accessible population

This is the population from which the sample is actually drawn (Amin,2005). Asiamah et al. (2017) corroborate this by postulating that after eliminating every member of the target population who might or might not engage in the study or who cannot be reached during that time, the accessible population is then reached. The last group of participants is the one from whom data is gathered by polling either the entire group or a sample taken from it. If a sample is to be taken from it, it serves as the sampling frame. People eligible to engage in the study but

unable to participate or would not be available at the time of data collection are referred to as the accessible population. The accessible population of this study is drawn from the faculty of Education in the University of Yaounde I. The researcher, therefore, had access to 300 students from all the four departments of the Faculty of Education.

Table 2: Accessible population

Department	Accessible population
Curriculum & Evaluation	105
Didactics of Discipline	67
Educational Foundations	41
Special Education	87
Total:	300

Source: Examination Results, 2022\2023

Sample size and sampling procedures

This study employed a wide range of sampling procedures for schools, administrators and teachers. The researcher used stratified sampling to sample 1 school, and students from the faculty of Education, with the purpose to select key informants who are the students of the Faculty of Education.

Sampling and sampling procedures

The sample of this research work was drawn from the accessible population of 993 students of the Faculty of Education where the researcher had access to. A good sample is one that statistically represents the target population and is sizable enough to provide an answer to the research issue. Amin (2005) views a sample as a portion of the population whose results can be generalized to the entire population. The author adds that a sample can also be considered representative of a population. Majid (2018) corroborates this by asserting that because the community of interest typically consists of too many people for any research endeavour to involve as participants; sampling is a crucial tool for research investigations.

The sample size was determined using research advisor sample size table (2006), which constituted 278 students drawn from the Faculty of Education in the University of Yaounde I. They were drawn in such a way that all the students should be represented.

Krejcie & Morgan, 1970 (Table for determining sample size for a finite population).

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size.   S is sample size.

Source: Krejcie & Morgan, 1970

Table 3: Distribution of Sample Population

Department	Sample Size
Curriculum & Evaluation	97
Didactics of Discipline	63
Educational Foundations	39
Special Education	79
Total:	278

Source: Krejcie & Morgan, 1970 (Table for determining sample size for a finite population). Examination Results 2022\2023

Demographic data

The demographic characteristics in this study include; Gender, age, level of education, Department, and social media platforms used.

Table 4: Sample Distribution **a**ccording to demographic information

		Frequency	Percentage
Gender	Male	100	36.0%
	Female	178	64.0%
Age	20-25 years	103	37.1%
	26-30 years	94	33.8%
	31 and above	81	29.1%
Academic Level	M1	88	31.7%
	M2	190	68.3%
Departments	Curriculum and Evaluation	97	34.9%
	Didactics of disciplines	63	22.7%
	Educational foundation	39	14.0%
	Special education	79	28.4%
Social Media Platforms	Facebook	33	11.9%
	WhatsApp	115	41.4%
	Facebook and WhatsApp	112	40.3%
	Facebook, WhatsApp and YouTube	18	6.5%

(*Source: Field Data 2023*)

The above table presents a sample distribution according to the gender distribution of respondents. In this study, we used a sample population of 278 respondents. The table shows that 100 of the respondents were male students with a percentage of 36.0%, while 178 of the

respondents were female students, giving a percentage of 64.0%. The variation in the gender distribution steps from the fact that, out of the 278 students, females were more than males in the sample population of the influence social media has on school climate in the Faculty of Education of the University of Yaounde I.

The findings above also present a sample distribution according to the age range of the students who participated in this study from the Faculty of Education of the University of Yaounde I. The result shows that 103(37.1%) are between the age ranges of 20-25years, 94(33.8%) are between 26-30years, 81(29.1% have ages between 31 and more. From these findings' students between the age of 20-25 are the most represented of the population, implying that the majority of the population are youths.

Additionally, this table highlights the academic level of a sample population of 278 students. The results show that 88(31.7%) of the respondents are students in masters one and 190(68.3) of the respondents are masters 2 students. Therefore, masters 2 students are the most represented of all the respondents in the study.

Moreover, the above table shows a sample distribution according to the fields of study in the Faculty of Education of the University of Yaounde I. The findings reveal that 97(34.9%) of the respondents are in CEV, 63(22.7%) of the respondents are in Didactics of disciplines, 39(14.0%) are in educational foundation and 79 (28.4%) of the respondents are in Special education. From these results, it is evident that Curriculum and evaluation is the most representative of the sample according to the fields of study and educational foundation is the least represented.

Also, this table presents a sample distribution according to respondents' views on social media platforms used in the Faculty of Education of the University of Yaounde I. The results show that 33 (11.9%) of the students use Facebook for communication, collaboration and knowledge sharing purposes, 115(41.4%) of the students use WhatsApp for communication, collaboration and knowledge sharing, 112(40.3%) of the student jointly use Facebook and WhatsApp for communication, collaboration and knowledge sharing and 18(6.5%) of the students jointly Facebook, WhatsApp and YouTube for communication, collaboration and knowledge sharing. It is evident from the results that WhatsApp is the most used platform of the three platforms.

Description of research instruments

Data from the field was collected using one type of instrument which is a questionnaire for the students. The questionnaire helped the researcher to obtain quantitative data.

Research instrument

A questionnaire was used to collect information on social media and its influence on school climate in the Faculty of Education of the University of Yaounde I. The purpose of the questionnaire was to describe existing conditions, identify the standards against which the existing conditions could be compared and determine the relationship between specific events. According to O'Toole (2020), a questionnaire is a collection of items in the form of questions of which a research participant is expected to respond to. The questionnaires are mainly used to get descriptive information from a large sample. The study used a questionnaire to gather information from the student participants. They contained items from close-ended questions from which the researcher collected the quantitative data.

The questionnaire was divided into five sections whereby the first contained the demographic questions which sought to find out the background information in terms of gender, age, department, class and social media platforms used. The second section consisted of information on communication through social media and school climate. The third section consisted of collaboration through social media and school climate. The fourth section consisted of knowledge sharing through social media and school climate. The fifth section consisted of the school climate as a whole in terms of safety, teaching and learning practices, cultural diversity. All of these latent variables were measured on a Likert scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed

Validity

Validity indicates whether the items selected measured what they were designed to measure (Mahecha 2020). Content validity and face validity were used to validate the instruments. Content validity refers to the measures in which the degree of data collected using a particular tool represents a specific domain of indicators or content of a particular concept. The extent to which an instrument appears to measure what is supposed to be measured is referred to as face validity (Mahecha 2020). In validating the instruments, some considerations such as whether

the content of the instrument is appropriate and comprehensive to get the intended information were made. The researcher also assessed whether the sample of items or questions represented the content in the instrument. The researcher consulted an expert in the area research to check on the content and face validity of the questionnaire.

Pilot study

Before visiting the selected school for data collection, a pre-testing of the questionnaire was conducted. This pilot study was included in the final report because it was used to determine the accuracy, clarity as well as the suitability of the research instruments. Piloting was also carried out to check on the validity and reliability of the research instruments. The pilot study involved 20 respondents comprising of the students of the Faculty of Education in the University of Yaounde I.

Instrument's reliability

According to Mahecha (2020), reliability refers to a measure of the degree to which a research instrument yields the same results after repeated trials. Nickerson(2015) further defines reliability of an instrument as the consistency in producing true results. Through piloting, the researcher was able to test the reliability of the instruments. Reliability of quantitative data collected through pilot study was determined by using the Cronbach. Reliability coefficient which ranges from 0 to 1 with 0 representing an instrument full of errors and 1 representing total absence of error. A reliability coefficient (alpha) of 0.7 or higher is considered acceptable reliability as indicated on the table below.

Table 5: Instruments' Reliability

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Adapted from Mohsen Tavakol & Reg Dennick (2011).

The reliability co-efficient was computed using the SPSS packaging version 21. The total Alpha coefficient was 0.734, which as illustrated on the table above is acceptable. The questionnaire was therefore accepted as a reliable instrument for the study.

Data collection procedures

The researcher got an authorization of research from the Dean of the Faculty of Science of Education from the University of Yaounde I. She went to the Faculty of Education, University of Yaounde I, where she carried out documentary research on statistics of students. As far as the questionnaire administered were concerned, they were distributed to the students of the Faculty of Education from all the targeted departments. During the exercise, the researcher permitted the students to ask questions where necessary. 300 copies of the questionnaires were administered and 278 were returned. This number was returned as the sample size of the study

Data analysis procedures

After data collection from the field with the use of a questionnaire, it was analyzed using a quantitative method. The researcher first reported the quantitative statistical results by use of tabulation and then analyzed it in frequency tables and percentages with the help of SPSS software version 21.

Ethical considerations

Ethics is concerned with morality and standards of conducting a research (Kamau, Githi & Njau, 2014). According to Creswell (2014), ethics in research deals with one's conduct and serves as a guide to one's behavior. The researcher therefore strived to adhere to all the ethical procedures required in a research of this nature. Informed consent, privacy and confidentiality, anonymity and responsibility of the researcher were the major ethical issues of concern.

After approval of the research proposal, the researcher sought permission from the Faculty of Education to conduct research. The researcher also explained to the respondents the purpose of the study before the data collection exercise was being carried out. This was done to ensure that their informed consent was obtained and to observe that no one was coerced to participate in the study (Oso & Onen, 2011).

All research participants had a right to privacy and confidentiality (Ngigi, Wakahiu & Karanja, 2016). The researcher ensured that the discreet information derived from participants was treated with utmost confidentiality. Moreover, no one was allowed to write their names on the questionnaires. Similarly, the researcher observed the confidentiality of data, anonymity, privacy and safety of the participants.

Operationalization of the variables

Measurable characteristics that assume different values among subjects is known as a variable (Mugenda 2003). A variable can also be defined as anything that can be differing or having varying value (Amin 2005).

Independent variable

According to Kumar (2011), in a scientific study, an independent variable is always known as the predictor variable. This means that it is the variable which confirms and determines the relationship of the research item. Social media usage is the independent variable in this study.

Dependent variable

For Kumar (2011), a dependent variable is a variable which receives the effect of the course. On the other hand, Kan (2008), sees the dependent variable as the criterion variable. This variable constitutes the primary interest of the researcher. School climate is the dependent variable of this study.

Table 6: Variables

Independent variables	Dependent variable
Social media usage	School climate
Communication	
Collaboration	
Knowledge sharing	

Table 7: Synoptic table

The main hypothesis	Specific hypotheses	Independent variable	Indicators	Dependent variable	Indicators	Statistical model and tool	Scale
H0: Social medial usage has no significant influence on school climate in the faculty of education of the university of Yaounde I **Ha:** Social medial usage has significant influence on school climate in the faculty of education of the university of Yaounde I	**H$_{a1}$:** Communication through social media has a statistically significant effect on school climate. **H$_{o1}$:** Communication through social media does not have a statistically significant effect on school climate.	Social media usage	Communication Collaboration Knowledge sharing Knowledge storage Knowledge acquisition	School climate	Online engagement Respect of diversity Parental participation Good working relation between student and lecture Safe online environment Belongingness Improved teaching and learning Inclusive learning Good infrastructures	Multiple regression analysis SPSs version 27	Likert scale
..	**H$_{a2}$:** Collaboration through social media has a statistically significant effect on school climate **H$_{o2}$:** Collaboration through social media does not have a statistically significant effect on school climate.	**Communication**	Significant influence Well-constructed message Well transmitted message Promotion of friendliness Efficiency in content delivery Effectiveness Content management Enhance understanding				Strongly disagree Disagree. Agree Strongly agree

	Collaboration	Student engagement Stakeholder Interactions The physical involvement Mental involvement increase in connectedness promote cooperation improved relationships media conflicts build consensus
H$_{a3}$: Knowledge sharing through social media has a statistically significant effect on school climate.	**Knowledge sharing**	Obtain idea Exchange ideas Entertainment Self-motivation learning Information sharing
H$_{o3}$: Knowledge sharing through social media does not have a statistically significant effect on school climate.		

Style sheet APA 7th edition

In this study we adopted APA 7th edition for the in-text citations and reference. This abbreviation stands for American psychological association. This organisation prescribes the norms which are to be respected in scientific writing in the social and educational sciences.

This chapter discussed the various components of the research methodology. These components included: The research approach**,** the research design, the area of the study**,** population, sample size, Instruments, validity and reliability, model, ethical considerations, operationalization of variables, and the synoptic table. These elements constituted the overall scientific approach of the research process in educational sciences. It equally gave a specific orientation to present study as an original topic that contribute to knowledge and advance educational management practices in   higher education institutions in Cameroon. The following chapter will present and interpret field data collected through a close ended questionnaire.

Chapter Four

Presentation and Interpretation of Findings

This chapter presents the different results of field data analysis, with results presented according to the established research objectives. Data was analyzed using; frequencies, percentages, weighted mean and standard deviation. The study aimed at giving responses to three specific objectives: I) What is the impact of communication through social media on school climate in the Faculty of Education of the university of Yaounde I? ii) What is the impact of collaboration through social media on school climate in the Faculty of Education of the university of Yaounde I? iii) What is the impact of knowledge sharing through social media on school climate in the faculty of Education of the university of Yaounde I?

Data screening

In this study, 278 copies of the questionnaire were retained with the percentage rate of 92.67% out of the 300 copies of the questionnaires which were administered to masters' students of the faculty of education of the university of Yaounde I. Therefore, 278 respondents were used as a sample size for this analysis which is a representative of 993 as the total population according to the Krejcie and Morgan 1970 table for determining sample size mentioned in the methodology.

Descriptive statistics related to specific research question

Specific research question one: What is the impact of communication through social media on school climate in the Faculty of Education of the university of Yaounde I?
Seven items on the questionnaire were designed to answer this research question, 6 items out of seven items have a cut off mean above 2.5 and one item has a mean less than 2.5.

Table 8: Sample Distribution According to communication through social media

N0 item	Statements		SA	A	D	SD	MEAN	STD
1	Communication amongst students have a significant influence on the school climate	Ϝ	149	114	9	6	3.46	2.99
		%	53.6%	41.1%	3.2%	2.2%		
2	Messages are well constructed via social media platforms	Ϝ	68	149	49	12	1.92	0.92
		%	24.5%	53.6%	17.%	4.3%		
3	Messages are well transmitted via social media platforms	Ϝ	98	154	26	0	3.26	2.65
		%	35.3%	55.4%	9.4%	0		
4	Communication via social media promotes a friendly school atmosphere	Ϝ	113	106	44	15	3.14	2.46
		%	40.6%	38.1%	15.8%	5.4%		
5	Communication via social media enhances the ability to understand the school environment	Ϝ	102	114	53	9	3.11	2.41
		%	36.7%	41.0%	19.1%	3.2%		
6	communication amongst students has a significant influence on the reaching and learning practices	Ϝ	119	142	11	6	3.34	2.78
		%	42.8%	51.1%	4.0%	2.2%		
7	communication amongst students has a significance influence on the cultural diversity	Ϝ	110	136	29	3	3.26	2.65
		%	39.6%	48.9%	10.4%	1.1%		
	TOTAL		**87.5 %**				**3.07**	**2.01**

(*Source: Field Data 2023*)

This table presents a sample distribution of the respondent's view on the impact of communication through social media on school climate in the Faculty of Education of the university of Yaounde 1. In the first items, 263(94.7%) of the respondents generally agreed with the statement that Communication amongst students have a significant influence on the school climate. In the second item, 217(78.1%) of respondents agreed that messages are well constructed via social media platforms. In the third item, 247(90.7%) of the respondents agreed with the statement that messages are well transmitted via social media platforms. In the fourth item, 219(88.7%) the respondents generally agreed that Communication via social media promotes a friendly school atmosphere. In the fifth item, 216(77.7%) of the respondents agreed with the view Communication via social media enhances the ability to understand the school environment. In the sixth item, 261(93.9%) of the respondents agreed with the statement that communication amongst students has a significant influence on the teaching and learning practices. In the seventh item, 246(88.5%) of the respondent agreed with the statement that communication amongst students has a significance influence on cultural diversity.

The findings highlight a predominant trend among students with a substantial majority of 87.5% indicating a positive perception that communication through social media has on the school

climate with a cut off mean 3.07, standard deviation 2.01 which is above a normal cut off mean 2.5, and which shows a positive view among the 7 items designed to measure the influence of communication through social media, all the items were more than 2.5 which is the cut off mean. This project a positive perception masters' student has about communication through social and its impact on institutional climate in the Faculty of Education.

Specific research question two: What is the impact of collaboration through social media on school climate in the Faculty of Education of the university of Yaoundé I?

All the nine items on the questionnaire which were designed to answer this research question, have a cut off mean above 2.5

Table 9: Sample Distribution According to collaboration through social media

N0 item	Statements		SA	A	D	SD	MEAN	STD
1	Students Usually interact on social media platforms (learner to learner, student to lecturer	Ϝ %	165 58.3%	98 35.3%	18 6.5%	0 0	3.56	3.17
2	Social Media Platform promote student engagement	Ϝ %	103 37.1%	116 41.7	53 19.1%	6 2.2%	3.13	2.45
3	The physical involvement of student via social media enhances the school climate.	Ϝ %	86 30.9%	125 45.0%	37 13.3%	30 10.8%	2.96	2.19
4	The mental involvement of students via social media enhances the school climate.	Ϝ %	64 23.0%	154 54.7%	62 22.3	0 0	3.02	2.28
5	There is an increase in connectedness through the use of social media.	Ϝ %	149 53.6%	115 41.4%	8 2.9%	6 2.2%	3.46	2.99
6	There is cooperation amongst students through the use of social media in achieving specific goals.	Ϝ %	100 36.0%	137 49.3%	35 12.6%	6 2.3%	3.19	2.54
7	The use of social media improves relationships and builds connectedness.	Ϝ %	96 34.5%	136 48.9%	24 8.6%	22 7.9%	3.10	2.40
8	The use of social media mediates institutional conflict	Ϝ %	60 21.6%	150 54.0%	53 19.1%	15 5.4%	2.92	2.13
9	The use of social media helps in building consensus (agreement)	f %	69 24.8%	141 50.7%	65 23.4%	2 1.1%	2.99	2.26
	TOTAL		**83.5%**				**3.15**	**2.49**

(*Source: Field Data 2023*)

This table presents the sample distribution of the respondent's view on the influence of collaboration through social media on school climate in the Faculty of Education of the university of Yaounde 1. In the first item, 263(93.6%) of the respondents generally agreed with

the statement that students usually interact on social media   platforms (learner to learner, student to lecturer). In the second item, 219(88.8%) of the respondents agreed with the view that social media platforms promote student engagement. In the third item, 211(75.9%) of the respondents agreed with the statement that the physical involvement of students via social media enhances the school climate. In the fourth item, 218(77.7%) of the respondents generally agreed with the view that the mental involvement of students via social media enhances the school climate. In the fifth item, 264(95.0%) of the respondents agreed that there is an increase in connectedness through the use of social media plaforms. In the sixth item, 237(85.3%) of the respondents generally agreed with the statement that there is cooperation amongst students through the use of social media in achieving specific goals. In the seventh item, 232(83.4%) of the respondent agreed with the statement that the use of social media improves relationships and builds connectedness. In the eighth item, 210(75.6%) of the respondents agreed with the perception that, the use of social media mediates institutional conflict. In the ninth item, 210(75.6%) the respondent agreed with the point of view that the use of social media helps in building consensus (agreement).

From the results of the research question two, the greater number of respondents with a percentage of 83.5 agreed that collaboration through social media has a strong effect on the school climate with a cut off mean 3.15, standard deviation 2.49 which is above a normal cut off mean 2.5. Among the 9 items selected to determine the influence of collaboration through social media on school climate in the Faculty of Education of the university of Yaounde I, all the items were more than 2.5 which is the cut off mean. Consequently, collaboration through social media platforms have a significant influence on institutional climate in the Faculty of Education of the university of Yaounde I.

Specific research question three: What is the impact of knowledge sharing through social media on school climate in the Faculty of Education of the university of Yaounde I?
All six items on the questionnaire which were designed to answer this research question, have a cut off mean above 2.5.

Table 10: Sample Distribution According to knowledge sharing through social media

N0 item	Statements		SA	A	D	SD	MEAN	STD
1	Social media platforms help in sharing knowledge.	ƒ	177	101	0	0	3.64	3.31
		%	63.7%	36.3%	0	0		
2	Social media platforms help in obtaining ideas	ƒ	177	90	11	0	3.59	3.22
		%	63.7%	32.4%	4.0%	0		
3	Social media platforms help in exchanging ideas	ƒ	149	118	11	0	3.50	3.06
		%	53.6%	42.4%	4.0%	0		
4	Social media platforms promote an entertaining school environment	ƒ	113	142	23	0	3.32	2.76
		%	40.6%	51.1%	8.3%	0		
5	Social media boosts self-motivation.	ƒ	115	110	53	0	3.22	2.59
		%	41.4%	39.6%	19.1%	0		
6	Social media helps in sharing information with added value	ƒ	130	134	9	5	3.40	2.89
		%	46.8%	48.2%	3.2%	1.8%		
	TOTAL			**93.1%**			**3.45**	**2.97**

(*Source : Field Data 2023*)

This above table presents a sample distribution of the respondent's view on knowledge sharing through social media and its influence on school climate in the Faculty of Education of the university of Yaounde 1. In the first item, 278(100.0%) of the respondents agreed with the statement that social media platforms help in sharing knowledge. In the second item, 207(96.1%) of the respondents strongly agreed with statement that social media platforms help in obtaining ideas. In the third item, 267(96.0%) of the respondents strongly agreed with the statement that social media platforms help in exchanging ideas. The fourth item, 255(91.7%) of respondents strongly agreed with the view social media platforms promote an entertaining school environment. In the fifth item, 225(81.0%) of respondent strongly agreed that social media boosts self-motivation. In the sixth item, 264(95.5%) of the respondent agreed with the statement that, social media helps in sharing information with added value.

The results in research question three shows that the respondents generally agreed at an overall 93.13 % that knowledge sharing through social media has a strong effect on the school climate with a cut off mean3.45, standard deviation 2.99 which is above a normal cut off mean of 2.5. Amongst the items which were chosen to measure the influence of knowledge sharing through social media, all the 6 items were more than 2.5 which is the cut off mean. Conclusively the respondents strongly agreed that knowledge sharing through social media has an influence on institutional climate in the Faculty of Education of the university of Yaounde I.

Descriptive statistics of the dependent variable

All the 11 items on the questionnaire which were designed to answer this research question, have a cut off mean above 2.5

Table 11: Sample Distribution According To School Climate.

N0 item	Statements		SA	A	D	SD	MEAN	STD
1	Students feel connected towards one another.	f	88	162	25	3	3.21	2.58
		%	31.7%	58.2%	9.0%	1.1%		
2	There is a high respect for diversity in the school.	f	51	166	49	12	2.92	2.13
		%	18.3%	59.7%	17.6%	4.3%		
3	There is a smooth parent participation and relationship between students and lecturers.	f	44	150	73	11	2.82	1.99
		%	15.8%	54.0%	26.3%	4.0%		
4	The physical environment at school is safe.	f	61	164	30	23	2.95	2.18
		%	21.9%	59.0%	10.8%	8.3%		
5	The school climate creates a feeling of belongingness amongst students.	f	73	141	46	18	2.97	2.21
		%	26.3%	50.7%	16.5%	6.5%		
6	There are little or no discriminatory practices at school.	f	70	127	70	11	2. 92	2.13
		%	25.2%	45.7%	25.2%	4.0%		
7	There is an improvement in the teaching and learning contents in the school.	f	68	181	27	3	3.14	2.46
		%	24.1%	65.1%	9.7%	1.1%		
8	There are good and comfortable infrastructures which makes the environment conducive for all.	f	177	105	53	3	3.21	2.58
		%	42.1%	37.8%	19.1%	1.1%		
9	There is communication via social media which leads to a positive school environment.	f	137	117	12	12	3.36	2.82
		%	49.3%	42.1%	4.3%	4.3%		
10	There is collaboration through social media which leads to a positive school environment	f	132	125	9	12	3.36	2.82
		%	47.5%	45.0%	3.5%	4.3%		
11	There is knowledge sharing through social media which leads to a positive school's environment	f	148	124	6	0	`3.51	3.08
		%	53.2%	44.6%	2.2%	0		
	TOTAL			**83.4%**			**3.12**	**2.45**

(*Source: Field Data 2023*)

This table above presents the sample distribution of the respondents view on school climate in the Faculty of Education of the university of Yaounde 1. In the first item, 280(89.9%) of the respondents generally agreed with the statement that Students feel connected towards one another. In the second item, 217(78.0%) of the respondents agreed with the view that There is a high respect for diversity in the school. In the third item, 194(69.8%) of the respondents agreed with the statement that There is a smooth parent participation and relationship between students and lecturers. In the fourth item, 225(80.9%) of the respondents agreed with the view

that the physical environment at school is safe. In the fifth item, 214(77.0 %) of the respondents agreed that the school climate creates a feeling of belongingness amongst students. In the sixth item 197(70.9%) of the respondents agreed with the statement that There are little or no discriminatory practices at school. In the seventh item, 249(89.2%) of the respondents agreed with the statement that There is an improvement in the teaching and learning contents in the school. In the eighth item, 282(79.9%) of the respondents strongly agreed with the perception that there are good and comfortable infrastructures which makes the environment conducive for all. In the ninth item, 254(91.4%) of the respondents strongly agreed on the point of view that there is communication via social media which leads to a positive school environment. In the tenth item, 257(92.5%) of the respondents mostly agreed on point that there is collaboration through social media which leads to a positive school environment. In the eleventh item 272(97.8%) of the respondents generally agreed that There is knowledge sharing through social media which leads to a positive schools' environment. This implies that, a conducive institutional climate influences effective institutional management and student's output.

The results indicate that majority of the respondents generally agreed at 83.4% that the conducive nature of the school climate is influenced by a social media with a cut off mean=3.45, standard deviation of 2.45 which is above a normal cut off mean 2.5. Among the items which were designed to measure the influence of communication through social media, all the 11 items were more than 2.5 which is the cut off mean.

Inferential Statistics

In this section, the chapter focused on testing the effectiveness of the independent variables on the dependent variable. In order to achieve this effect, we used simple linear regression to test the pre-stablished hypotheses. These are presented in the form of a model summary table, ANOVA table, coefficient table and scatterplot graph.

H_{a1}: Communication through social media has a statistically significant effect on school climate in the faculty of education of the university of Yaounde I

H_{o1}: Communication through social media does not have a statistically significant effect on school climate in the faculty of education of the university of Yaounde I.

A simple linear Regression was conducted to ascertain the extent to which communication through social media impacts school climate in the Faculty of Education of the university

Yaounde. All the tables below present the simple linear regression tests carried out to determine the effect of communication through social media on school climate in the Faculty of Education of the University of Yaounde I.

Table 12*: Model summary of the impact of communication through social media and school climate in the Faculty of Education of the university of Yaounde I

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.146[a]	.021	.018	5.04936

a. Predictors: (Constant), communication through social media (COMSOM)
b. Dependent Variable: School climate (SC)

(*Source: Field Data 2023*)

This table presents the model summary of the simple linear regressions of the independent variable, entered into model (COMSOM) with the coefficient of the Simple determination of R square change of 2.1% variation from the dependent variable – school climate (SC). The standard deviation error of the estimate is 5.004936. Based on these results communication through social has a significant influence on school climate in the Faculty of Education of the university of Yaounde I. Thus, the impact of communication through social media is an important factor in building a conducive school climate in Cameroon higher education.

Table 13: ANOVA on the impact of communication through social media on school climate in the Faculty of Education of the university of Yaounde I

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	152.410	1	152.410	5.978	.015[b]
	Residual	7036.914	276	25.496		
	Total	7189.324	277			

A. Dependent Variable: School Climate (SC)
B. Predictors: (Constant), communication Through social media (COMSOM)

(*Source: Field Data 2023*)

This table is on the F test. The linear regression F test states that the null hypothesis Communication through social media does not have a statistically significant effect on school climate at $p=0.05$., with $F_{(1,276)} = 5.978$, PV $0.015<0.05$. The test is significant. Therefore,

we can conclude that there is a statistically significant impact of Communication through social media on school climate in the Faculty of Education of the University of Yaounde I.

Table 14: Coefficients

	Coefficients					
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	13.916	1.487		9.359	.000
	Communication through social media	.291	.119	.146	2.445	.015

a. Dependent Variable: School Climate (SC)

(*Source: Field Data 2023*)

The above table shows a standard simple linear regression which was conducted to ascertain the influence of communication through social media (COMSOM) on school climate in the Faculty of Education. The results on this table help in the prediction and categorization of the variables. This table presents the standardized and unstandardized coefficient which involves the STD error and the beta, it gives the significance level indicating the predictability of the variable. Given that $0.015 < 0.005$ with 14.6%, this rejects the null hypothesis which states that "*Communication through social media has no statistically significant effect on school climate in the faculty of education of the university of Yaounde I*". Consequently, our alternative hypothesis which stated that "*Communication through social media has a statistically significant effect on school climate in the faculty of education of the university of Yaounde I*" *is* retained. This in effect means that communication through social media platforms permits a conducive organizational climate in teaching and research processes in the Faculty of Education of the university of Yaounde I

Figure 4: Scatterplot on communication
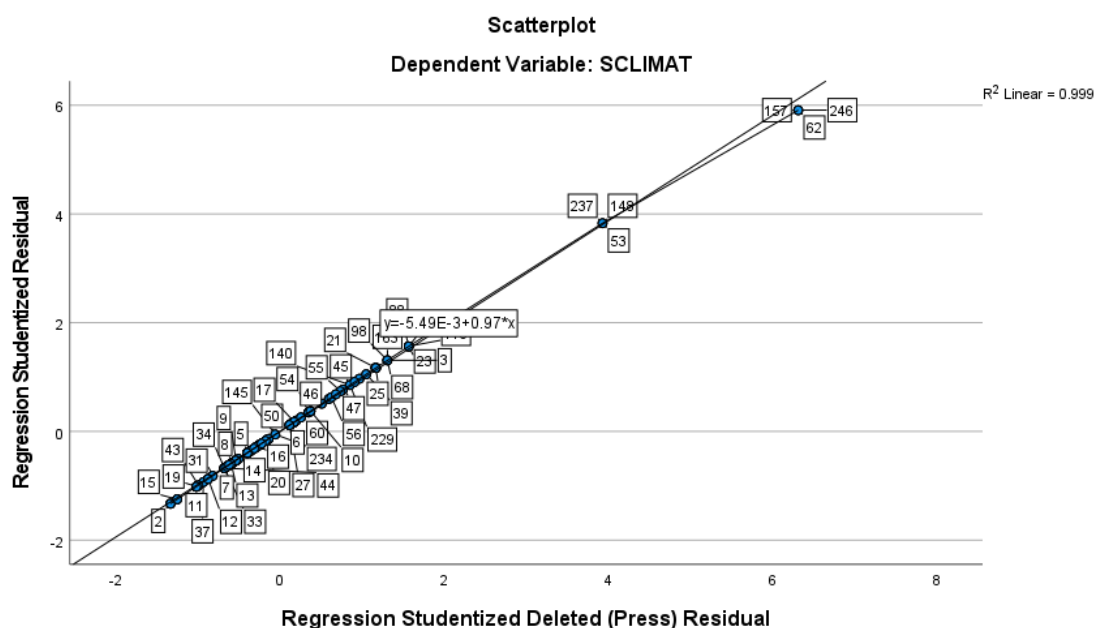
The scattered plot above shows the relationship between communication through social media (DV1) and school climate (DV). The graph presents the regression predicted value scatterplot of the simple linear regression of the independent and dependent variables. From the table, most of score clustered the lower left in the linear direction to the left of the table at 0.99. This confirm the hypothesis that *"Communication through social media does not have a statistically significant effect on school climate in the faculty of education of the university of Yaounde I"*, as such, communication through social media has an impact on institutional climate in higher education in Cameroon.

H$_{a2}$: Collaboration through social media has a statistically significant effect on school climate in the faculty of education of the University of Yaounde I.

H$_{o2}$: Collaboration through social media does not have a statistically significant effect on school climate in the faculty of education of the University of Yaounde I.

Table 15: Model summary of the impact of collaboration through social media on school climate in the faculty of education of the University of Yaounde I

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.445[a]	.198	.195	4.57011

a. Predictors: (Constant), Collaboration through social media
b. Dependent Variable: School climate

(*Source: Field Data 2023*)

This table presents the model summary of the simple linear regression of the independent variable entered into (COLLSOM) with the coefficient of the Simple determination of R square change of 19.8% variation from the dependent variable – school climate (SC). The standard deviation error of the estimate is 5. 57011. From these findings, Collaboration through social media has a significant effect on school climate in the Faculty of Education of the university of Yaounde I. In this way, collaboration through social media is an indispensable factor impacting the conducive school climate in Cameroon higher education.

Table 16: ANOVA of the impact of collaboration through social media on school climate in the Faculty of Education of the university of Yaounde I

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1424.806	1	1424.806	68.218	.000[b]
	Residual	5764.518	276	20.886		
	Total	7189.324	277			

a. Dependent Variable: School climate

b. Predictors: (Constant), Collaboration through social media

(Source: Field Data 2023)

This table is on the F test. The linear regression F test states that the null hypothesis, *Collaboration through social media does not have a statistically significant effect on school climate in the faculty of education of the university of Yaounde I* is at p=0.05. In other words, R^2= F (1,276) = 68.218, PV= .000<0.005, the test is significant. Thus, we can conclude that, *Collaboration through social media has a statistically significant effect on school climate in the faculty of education of the university of Yaounde I.*

Table 17: Coefficients

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.860	1.196		6.572	.000
	Collaboration through social media	.584	.071	.445	8.259	.000

a. Dependent Variable: School climate

(*Source: Field Data 2023*)

The above table shows a standard simple linear regression which was conducted to evaluate the influence of collaboration through social media (COLLSOM) on school climate in the Faculty of Education of the university of Yaounde I. The results on this table helps in the prediction and categorization of the variables. This table presents the standardized and unstandardized coefficient which involves the STD error and the beta, it gives the significance level indicating the predictability of the variable. The calculated value is $0.000 < 0.005$ with 44.5%. This rejects the null hypothesis that "*collaboration through social media has no a statistically significant effect on school climate in the f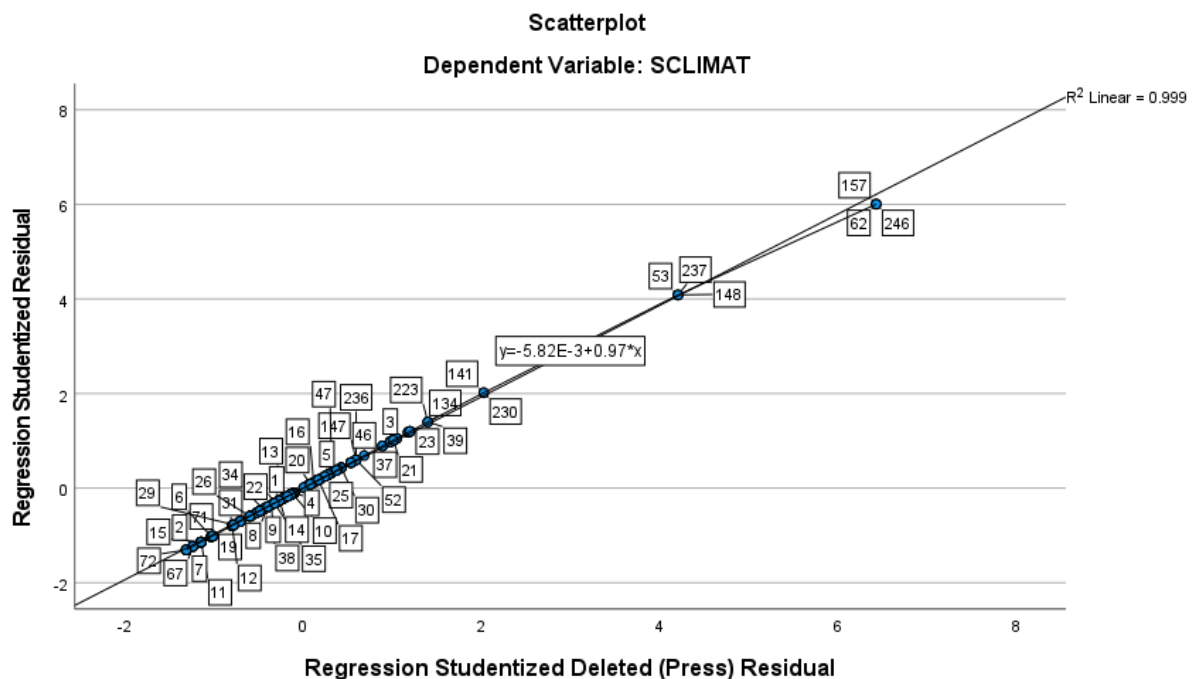aculty of education of the university of Yaounde I*". However, the alternative hypothesis which stated that *"Communication through social media has a statistically significant effect on school climate in the faculty of education of the university of Yaounde I" is* accepted, so this implies that collaboration through social media platforms is an important variable for creating a conducive organizational climate in the teaching and learning processes in the Faculty of Education of the university of Yaounde I.

Figure 5: Scatterplot on Collaboration

The scattered plot above shows the relationship between collaboration through social media (DV1) and school climate (DV). The graph presents the regression predicted value scatterplot of the simple linear regression of the independent and dependent variables. From the table, most of the scores clustered the lower left in the linear direction to the left side of the table at 0.99. This confirms the hypothesis that *"collaboration through social media does not have a*

statistically significant influence on school climate in the faculty of education of the university of Yaounde I'', as such, social media collaboration influences institutional climate in higher education in Cameroon

H$_{a3}$: Knowledge sharing through social media has a statistically significant effect on school climate in the faculty of education of the University of Yaounde I

H$_{o3}$: Knowledge sharing through social media does not have a statistically significant effect on school climate in the faculty of education of the University of Yaounde I.

Table 18: Model summary of the influence of knowledge sharing through social media and school climate in the faculty of education of the University of Yaounde I

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.164^a	.027	.023	5.03450

a. Predictors: (Constant), KSCM
b. Dependent Variable: SCLIMAT

(Source: Field Data 2023)

This table presents the model summary of the simple linear regressions of the independent variable entered into (CO) with the coefficient of the Simple determinant of R square of 2.7% variation from the dependent variable – school climate (SC) with the standard deviation error of the estimate 5.03450. From these findings' knowledge sharing through social media has a significant influence on school climate in the Faculty of Education of the university of Yaounde I, as such, knowledge sharing via social media platforms is a contributing factor in nurturing a conducive school climate in Cameroon higher education.

Table 19: ANOVA of the impact of knowledge sharing through social media on school climate in the faculty of education of the university of Yaounde I

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	193.767	1	193.767	7.645	.006^b
	Residual	6995.557	276	25.346		
	Total	7189.324	277			

a. Dependent Variable: School Climate
b. Predictors: (Constant), Knowledge Sharing through social media

(Source: Field Data 2023)

This table is on the F test. The simple linear regression F test states that the null hypothesis *"Knowledge sharing through social media does not have a statistically significant effect on school climate in the faculty of education of the university of Yaounde I"* at p=0.05. In other words, F (7,276) = 7.645, pv= .006, the test is significant. Thus, we can conclude that *Knowledge sharing through social media has a statistically significant effect on school climate in the faculty of education of the university of Yaounde I.*

Table 20: Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	14.284	1.193		11.976	.000
	Knowledge sharing through social media	.342	.124	.164	2.765	.006

a. Dependent Variable: school climate

(Source: Field Data 2023)

The above table shows A standard simple linear regression which was conducted to evaluate the influence of knowledge sharing through social media (KSM) on school climate in the faculty of education, the results on this table help in the prediction and categorization of the variables. This this table presents the standardized and unstandardized coefficient which involves the STD error and the beta, it gives the significance level indicating the predictability of the variable. The calculated value is 0.006 <0.005 with 16.4%. This accepts the null hypothesis that "*knowledge sharing through social media does not have* a *statistically significant effect on school climate in the faculty of education of the university of Yaounde I".* contrary to this, the alternative hypothesis which states that *"knowledge sharing through social media has a statistically significant effect on school climat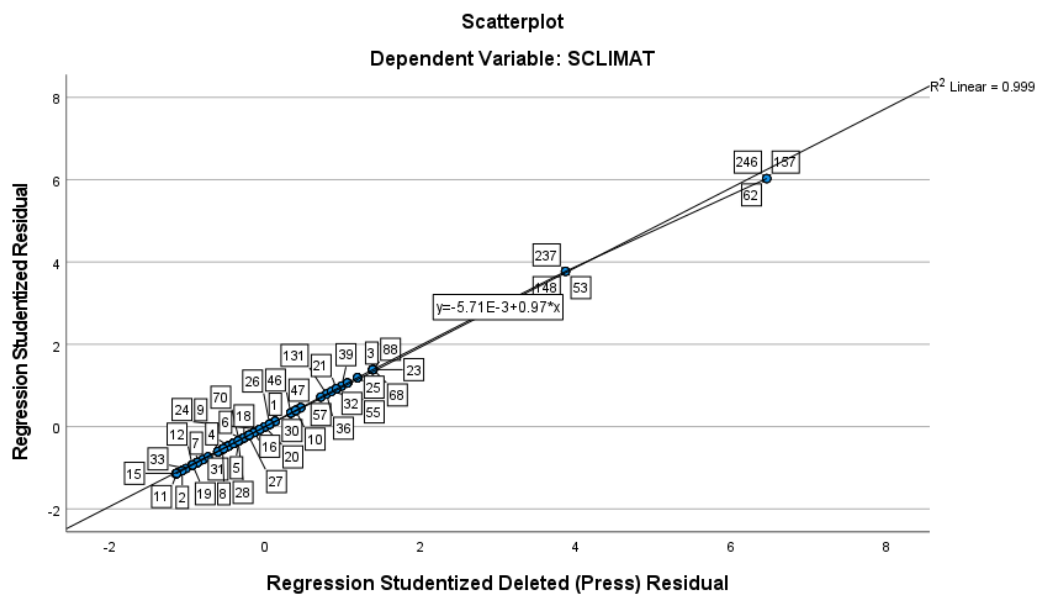e in the faculty of education of the university of Yaounde I" is* rejected. Therefore, this signifies that knowledge sharing through social media platforms is an important indicator a creating a conducive organizational climate for teaching-learning processes in the Faculty of Education of the university of Yaounde I.

Figure 6: Scatterplot on knowledge sharing

Scatterplot
Dependent Variable: SCLIMAT

The scattered plot above shows the relationship between knowledge sharing through social media platforms (DV1) and school climate (DV). The graph shows the regression predicted value scatterplot of the simple linear regression of the independent and dependent variables. From the table, most of the scores clustered at the lower left frank of the graph in the linear direction to the top left of the table at 0.99. This confirms the hypothesis that *"knowledge sharing through social media does not have a statistically significant influence on school climate in the faculty of education of the university of Yaounde I",* as such, knowledge sharing through social media platforms influence institutional school climate in higher education in Cameroon

Table 21: Correlations

					Correlations

		School climate	Communication through social media	Collaboration through social media	Knowledge sharing through social media
School climate	Pearson Correlation	1	.146*	.445**	.164**
	Sig. (2-tailed)		.015	.000	.006
Communication through social media	Pearson Correlation	.146*	1	.178**	.313**
	Sig. (2-tailed)	.015		.003	.000
Collaboration through social media	Pearson Correlation	.445**	.178**	1	.342**
	Sig. (2-tailed)	.000	.003		.000
Knowledge sharing through social media	Pearson Correlation	.164**	.313**	.342**	1
	Sig. (2-tailed)	.006	.000	.000	

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The table above shows the Pearson's correlation which measures the relationship between independent variables (communication through social media, collaboration through social media and knowledge sharing through social media) and dependent variable (school climate). The correlational values show a range from high degree (COLLSOM =0.00) with a 44.5%. This means a corresponding improvement in collaboration through social media will lead to a 44.5% improvement in school climate in the faculty of education of Yaounde 1, strong correlation, moderate degree (COMSOM =0.015) with a 14.4%. This means that an improvement in knowledge sharing will lead to a corresponding 16.4% improvement in school climate in the faculty of education at university of Yaounde I, medium correlation and lower degree (KSCM = 0.006) at 16.4%. This implies that an improvement in communication through social media will lead to 16.4% improvement in school climate in the faculty of education at the university of Yaounde I, this means there is a small correlation of communication via social media on school climate. Drawing from this presentation and interpretation of the statistical field data, collaboration through social media is the most predictive of the variables, followed by communication through social media and knowledge sharing is the third predictive of the variable. At an individual level, each of the variable are highly influential on the dependent variable.

Table 22: Summary of the findings

Research Objectives	Research questions	Percentage & mean		Research hypothesis	PV<0.005or 95%
Investigating the impact of communication through social media on school climate Assess the impact of collaboration through social media on school climate in the faculty of education of the university of Yaoundé I.	What is the impact of communication through social media on school climate in the faculty of education of the university of Yaoundé I?	Percentage Mean	87.5 % 3.07	H_{a1}: Communication through social media have a statistically significant effect on school climate in the faculty of education of the university of Yaoundé I	Retained
					0.015
				H_{o1}: Communication through social media does not have a statistically significant effect on school climate in the faculty of education of the university of Yaoundé I	Rejected
Assess the impact of collaboration through social media on school climate in the faculty of education of the university of Yaoundé I.	What is the impact of collaboration through social media on school climate in the faculty of education of the university of Yaoundé I?	Percentage mean	83.5% 3.15	H_{a2}: Collaboration through social media have a statistically significant effect on school climate in the faculty of education of the university of Yaounde I.	rejected
					0.000
				H_{o2}: Collaboration through social media does not have a statistically significant effect on school climate in the faculty of education of the university of Yaounde I.	Rejected
Examine the impact of knowledge sharing through social media on school climate in the faculty of education of the university of Yaoundé I.	What is the impact of knowledge sharing through social media on school climate in the faculty of education of the university of Yaoundé I?	Percentage mean	93.1% 3.45	H_{a3}: Knowledge sharing through social media has a statistically significant effect on school climate in the faculty of education of the university of yaounde I.	Rejected
					0.006
				H_{o3}: Knowledge sharing through social media does not have a statistically significant effect on school climate in the faculty of education of the university of yaounde I.	Retained

Categorization of the variables according to predictability

Based on our findings:
i) Collaboration through social media is the highest predictor of school climate in the faculty of education
ii) Communication through social media is a moderate predictor of school climate in the faculty of education.
iii) Knowledge sharing is a medium predictor of school climate in the faculty of education.

To conclude, this chapter presented and interpreted the descriptive statistics with frequencies and percentages, mean and standard deviations. These descriptive statistics involved: demographic information on sex, age level of education and school of the participants. The items of each of the independent variables were also presented and interpreted according to the measurement scale of strongly disagree=4, disagree=3, agree=2 and strongly agree=1. These items scale range has a mean determining the perceptions of the respondents on the constructs under investigation. Moreover, descriptive statistics, inferential statistics were likewise presented and interpreted. The inferential statistics and simple linear regression consist of: A model summery, ANOVA table, coefficient table and scatterplot graph. These tables were used to test the hypotheses in terms of their predictability and categorization. Judging from the coefficient tables, the variables were classified according to their degree of predictability. hence, we conveniently conclude that social media platforms have a statistically significant influence on school climate in the faculty education of the university of Yaounde 1.

Chapter Five

Discussion of findings, recommendations, limitations & conclusion

Social media as a communication tool has an influence on school climate in the faculty of education of the University of Yaounde 1. This tool is used in communicating, collaborating and sharing of knowledge. This chapter discusses the findings from the quantitative data carried out under the predetermined hypotheses. The discussion is a systematic discourse which integrates empirical literature, theories and results obtained from the field. It proposes perspectives for further research drawn from the shortcomings of the present work. Also, recommendations were made to the faculty members on the use of social media as tools of ensuring a conducive work environment.

Discussion of findings

The discussion of findings was presented based on the logical flow of the presentation of the research objectives. The discourse here is based on data and previous empirical works reviewed as well as theoretical perspectives which are used to explain this phenomenon. This includes: the theory of connectivism, social capital theory and diffusion of innovation theory.

Communication through social media has a significant influence on school climate in the faculty of education of the university.

Communication is an intrinsic component of human interactions and, an administrative process which plays a key role in ensuring a positive organizational climate change. Social media platforms which are a new technological avenue have created new learning environments. In this way, the communication strategies through social media determines a school climate especially in higher education institutions. The findings of this study reveal that communication through social media has a significant influence on school climate in the faculty of education of the university of Yaounde I. The sum of scores in the descriptive statistics are indicative that the respondents generally agreed on the contribution of communication to school climate. From the regression coefficient, communication influences school climate. This confirms our initiate hypothesis that "Communication through social media has a statistically significant effect on school climate in the faculty of education of the university of Yaounde I. This in effect means that communication through social media platforms influences a conducive organizational

climate in teaching and research processes in the faculty of education of the university of Yaounde I.

These findings corroborate Jamal and Nawab (2020), who explored the role of social media in communication. In their study they attempt to examine the application and usefulness of social media and mobile devices in transferring resources and interacting with academicians in higher educational institutions across the boundary wall. A hitherto unexplained area of research. However, the current study examines the influence of communication through social media on school climate. The empirical study is based on the survey of 360 students of a university in eastern India, cognizing students' perception on social media and mobile devices through collaborative learning, interactivity with peers, teachers and its significant impact on students' academic performance. A latent variance-based structural equation model approach was followed for measurement and instrument validation (Jamal & Nawab, 2020).

In our study we used 278 students as sample size and a simple linear regression as a model of analysis. The study revealed that social media platforms were used for collaborative learning and had a significant impact on interactivity with peers, teachers and online knowledge sharing behavior. Additionally, interactivity with teachers, peers, and online knowledge sharing behaviour has a significant impact on students' engagement which consequently has a significant impact on students' academic performance. Grounded to this finding, it would be valuable to mention that the use of social media for collaborative learning facilitates students to be more creative, dynamic and research oriented. It is purely a domain of knowledge dissemination (Jamal & Nawab, 2020). In our study we share similar findings. In this perspective we think that connectivism or connectivity as a communication approach plays a significant role in enhancing school climate in higher education, where educational technology is constantly evolving in academic and administrative processes (Siemens & Downes, 2005).

Foulger (2014) advances a framework for an ecological understanding of communication. In this framework, communication has four aspects: messages, people, language, and media (Foulger, 2014). The purpose of a message, according to Foulger (2014), is to "communicate something that we imagine such that another person can correctly interpret the message and thus imagine the same thing". As administrators communicate a desired message on social media platforms to their stakeholders, the message is the product of people, language, and media (Foulger, 2014). Messages designed to communicate with stakeholders are critical to the organizational mission of schools (Wang, 2016). Foulger (2014) states that people are the

creators and consumers of the message and that the roles can be reversed based on a two-way message cycle. For schools, this takes shape as social media platforms are used as two-way communication models (Wang, 2016). Two-way communication on social media may increase relationships with stakeholders (Cox & McLeod, 2014; Kellough & Hill, 2014; Larkin, 2015).

Connectivism is a relatively new learning theory that suggests students should combine thoughts, theories, and general information in a useful manner. It accepts that technology is a major part of the learning process and that our constant connectedness gives us opportunities to make choices about our learning. It also promotes group collaboration and discussion, allowing for different viewpoints and perspectives when it comes to decision-making, problem-solving, and making sense of information. Connectivism promotes learning that happens outside of an individual, such as through social media, online networks, blogs, or information databases (Siemens & Downes, 2005).

Effective collaboration through social media as a strategic tool which influences school climate in higher education institution

Collaboration is an administrative process which guarantees efficiency and effectiveness in the implementation and deployment of programs and activities in educational sectors. Social media is one of the factors that helps in influencing effective collaboration for a conducive school climate. The findings from the descriptive statistics reveal that respondents agreed on the influence of collaboration on school climate this signifies that, online collaboration creates a conducive institutional climate. *"Communication through social media has a statistically significant effect on school climate in the faculty of education of the university of Yaounde I"* therefore, collaboration through social media platforms is an important variable for creating a conducive organizational climate in teaching-learning processes in the faculty of education of the university of Yaounde I.

Thapa and Cohen (2015) explore a growing interest in school climate. Recently, the U.S. Department of Education, Center for Disease Control and Prevention, Institute for Educational Sciences, including a growing number of State Departments of Education, foreign educational ministries, and UNICEF (United Nations International Children's Emergency Fund) have focused on school climate reform as an evidence-based school improvement strategy that supports students, parents/guardians, and school personnel's learning and working together including collaborating to create an ever safer, more supportive and engaging schools. This work presents an integrative review on school climate research. The 206 citations used in this

review include experimental studies, correlational studies, literature reviews, and other descriptive studies. The review focuses on five essential dimensions of school climate: Safety, Relationships, Teaching and Learning, Institutional Environment, and the School Improvement Process. We conclude with a critique of the field and a series of recommendations for school climate researchers and policymakers

In line with our study Amrit Thapa & Jonathan Cohen, (2015) think that social networking sites enhance the collaboration and construction of knowledge by way of instruction with outside experts (Zhu, 2022). The research work goes in line with this statement but for the fact that social media institutional administration builds a good institutional climate for students and lecturers through collaboration and knowledge exchange. Collaboration through social media fosters Students' engagement and enhances educational excellence (Kuh, 2019). Social media provides the robust personalized, interactive learning environment and enhances self-motivation (Al-Mukhaini, Al-Qayoudhi, & Al-Badi, 2020).

Also, Ferriter et al. (2022) argue that social media is a powerful tool for school administrators, which connects them with their stakeholders because it may be used to build school community and increase connections. Social media sites, like Twitter, LinkedIn, Facebook, WhatsApp can be used by stakeholders, school administrators, lecturers and students to collaborate through information sharing and decision making (Wang, 2019). The involvement of students in establishing and collaborating the expectations of the school may contribute to the development of a positive, sustained school climate (VanLone et al., 2019). School leaders can harness social media as a powerful tool to advance school safety, equity and inclusion, belonging and connectedness (Cox & McLeod, 2014, Preston et al., 2015).

In this perspective, social media usage through collaboration builds social capital. The relationships between students, families, communities, and teachers are available to support and motivate students toward achieving academic success. This goes a long to promote good working relations and effectiveness in knowledge production and dissemination processes. Collaboration   through social media builds trust and safety. Social capital as an asset to institutional resources is very important in promoting serene school climates (Bourdieu, 1986). Social capital as the aggregate of actual or potential resources linked to possession of a durable network of essentially institutionalized relationships of mutual acquaintance and recognition. In a school rich in social capital, the high levels of trust generate strong networks and

collaborative relations among its members and stakeholders. High levels of social capital in a school strengthens its intellectual capital, the creation of interpersonal relationships and the establishment of trust. The relational dimension focuses on the character of the connection between individuals. This is best characterized through trust of others, including cooperation and the identification an individual has within a network.

Bridging social capital is more likely to provide valuable information (Moshkovitz & Hayat, 2021). Some others describe the weak and strong ties relationship as bonding and bridging social capital. Bonding social capital refers to strong ties: the intimate relationships people feel close to and trust. The relational dimension focuses on the character of the connection between individuals. This is best characterized through trust of others and their cooperation and the identification an individual has within a network. Hazleton and Kennan (2000) added a third angle, that of communication which posits that communication is needed to access and use social capital through exchanging information, identifying problems and solutions, and managing conflict (Moskovitz & Hayat, 2021).

With many debates on the dimensions of social capital still ongoing, two components can be found throughout most social capital literature. The first component of social capital addresses the pattern of social relationships, and is referred to as the structural dimension. The pattern of social relationships can be visualized as a social network that provides individuals with the opportunities to obtain resources through the formation of ties or links between people. The use of social networks to study collaboration among teachers and students is growing rapidly. This study suggests that strong Student-Teacher networks benefit the dissemination of information on school-wide reform efforts, an open orientation towards innovation and overall school functioning, as well as counteract negative phenomena such as absenteeism and low job satisfaction due to teacher isolation.

Social networks can be characterized by the content that is exchanged within the social relationships. For example, collaboration networks may be built around information exchange and knowledge exchange related to work. Friendship networks may mainly encompass confidential discussions and social support. A common distinction between social networks based on the content that is transferred through the network, is the distinction between instrumental networks. Instrumental social networks describe relationships in which resources are exchanged that can facilitate achieving organizational goals. Individuals are creating a virtual-network consisting of both bonding and bridging social capital. Unlike face-to-face

interaction, people can instantly connect with others in a targeted fashion by placing specific parameters with Internet use. This means that individuals can selectively connect with others based on ascertained interests, and backgrounds. Facebook is currently the most popular social networking site and touts many advantages to its users

'Participation means the involvement of intended beneficiaries in the planning, design, implementation and subsequent maintenance of the development intervention. It means that people are mobilized, manage resources and make decisions that affect their lives' (Price and Mylius 1991).

Norms are one of the main components of the social capital concept, and they are characterized as ensuring that common acts produce successful outcomes by adhering to common rules and traditions. The probability of breaking norms would be minimized due to people's high adherence to them. As a result, transaction costs will fall and the economy's productivity will rise (Ozgüner & Ozgüner 2014). Recent educational studies underline the value of strong social networks among teachers and students for the spread and depth of policy and reform implementation, schools' innovative climate, and their capacity to change. Research outside education suggests that formal and informal social relationships ('links') between organizational members play a crucial role in organizational learning by stimulating the development of new knowledge and practices. As such, the extent to which organizational climates are able to innovate is in part dependent on the social links via social media within and across organizational units, as well as the links outside the organization (Ozgüner & Ozgüner, 2014).

Humans are a social organism which have evolved to be social. Working together for collective action is hard-wired into us. We want to help, share and give to each other and receive in kind. Many things that we want and need cannot be created simply by our own efforts, so require some form of collaboration and reciprocity. The benefits we derive from that sociability we call social capital. Social capital arises from the human capacity to consider others, to think and act generously, and cooperatively. In the school environment, collaboration, communication and knowledge sharing play a great role in achieving organizational goals. This can be achieved via the use of social media which is the primary focus of this research.

Until now, social capital theory has mainly gained interest among educational researchers with regard to students, for instance, to explain the impact of family or peer social capital on

educational outcomes, such as student attainment and in educational research, social capital has mainly gained interest in regard to students, for instance to explain the impact of family or peer social capital on educational outcomes, such as student attainment and achievement which is the primary goal of every institution in line with a positive school climate. By sharing information, knowledge, and expertise, the likelihood that current knowledge is retained, multiplied, and new knowledge and practices are created, increases. In educational research, the importance of strong professional communities for organizational development, collective learning, and educational change is therefore often voiced and increasingly noticed. In practice, these communities are increasingly developed to create a climate oriented toward knowledge exchange and shared learning, with the goal to improve instruction and student learning, and improve the school environment (Moskovitz & Hayat, 2021).

Knowledge sharing through social media is has a significant influence on school climate in the faculty of education of the university I

Knowledge sharing is one of the key components of education. In this way, social media platforms are important vectors of knowledge sharing. Knowledge sharing can have and influence on school climate. The descriptive statistics generally show the contribution of knowledge sharing through social media and its effects on school climate. In the inferential statistics, knowledge sharing through social media platform has low predictability in the simple linear regression model in creating a conducive organizational climate for teaching-learning processes in the faculty of education of the university of Yaounde I (Femi & Jayawickrama, 2022).

However, Kortlasky, & Oshri (2005) think that Knowledge sharing through social media promotes a positive school climate, increases grade rate, triggers student performance and positive expectations about academic abilities. Aspects of school climate such as School connectedness should be taken into consideration since school connectedness has been a focus in school climate research (O'Malley & Amarillas, 2011). Additionally, students' feelings of connectedness to their school mediates the association between school climate and level of aggression (Nickerson & Furlong 2015).

Recently educators have started using some of the principles emerging out of these online open communities such as a focus on agency and non-hierarchical information sharing to spur knowledge building (Scardamalia & Bereiter, 2020) and learning (Garrison & Arbaugh, 2019)

in classrooms. While these communities' share similarities with the earlier mentioned problem-solving communities, the internet creates a new (very), recognizable context for online communication and knowledge creation. There are recent efforts to develop similar online communities amongst educators (mostly among teachers); however, it has been difficult to create these communities with high levels of trust and belief in their efficacy. Such online communities demand ongoing investment from participants, online collective efficacy for participation in leadership communities (Glassman et al., 2021), base level digital literacy (Simsek & Simsek, 2020) and abilities to spur non-hierarchical communication (Choi et al., 2022).

Schwartz (2017) reports that many schools are using technology platforms to engage with families and to foster communication about expectations, assignments, attendance, events, and the like. Cox and McLeod note that due to social media's asynchronous orientation, school leaders are able to "bring more people into the room" (2014) such as those families that may experience poverty (Lareau, 2018). School leaders who harness the power of social media are better able to gain the trust of stakeholders, enjoy more positive feedback from stakeholders, and open a powerful avenue of two-way communication (Kellough & Hill, 2014; Larkin, 2015; Wang, 2016). Additionally, schools that use technology platforms that allow for two-way communication, where parents are able to "like" posts or comment on posts, are able to track parent's engagement on the platform and better match content to parental needs (Schwartz, 2017). Social media platforms in academic institutions allows students to interact with their mentors, access their course contents, customization and build students communities (Greenhow, 2014). 90% of ongoing students currently utilize the internet consistently, with more than 75% using online networking sites for learning (DeBell & Chapman, 2014; Lenhart, Arafeh, & Smith, 2008; Lenhart, Madden, & Hitlin,2015).

Implication of the work in educational administration

The evaluation of the impact of social media usage on school climate in higher education is a prerequisite for ascertaining efficient, coherent, pertinent and effective institutional management processes. The theories of connectivism and social capital approaches provide practical tools for the creation of a conducive school environment. The communication, collaboration and knowledge sharing are imperative indicators which align with demanding institutional achievement of excellence and transparency from university leaders. The

effectiveness and efficiency of social media usage goes a long way to boost student performance and the productivity output.

Limitations of the study

We had difficulties in the collection of data because some students even though briefed on the administration procedures, did not respect the data collection processes due to the fact that questionnaires were administered to respondents whose locations were not known and could not easily return them, some were never returned at all. The copies of the questionnaire were administered using a face-to-face process.

We also faced difficulties with some of the students as they were not willing to provide answers to the questionnaire even when the objectives of the study were well explained to them including varied reasons. These attitudes slowed down the data collection process.

It was also challenging to have access to some administrative documents given that the analyses of the work were carried out during the holiday period.

Perspectives for further research

We cannot end without proposing new perspectives. We have evaluated the impact of social media usage on school climate in the faculty of education of the University of Yaounde I, and the following perspectives can be used in improving school climate via social media platforms:

- A study could be carried out with the same concepts in the entire University of Yaounde I, and this could bring a new contribution to social media usage and its influence on institutional climate.
- Also, a study could be carried out on social media usage and its influence on school climate in private higher education institutes in Cameroon.
- More so, this study can be extended to secondary education to investigate social media usage and its influence on school climate.

Recommendations

From the recommendations emanating from these results, we believe they will improve and enhance, possibilities of pertinence, coherence, efficiency, effectiveness and performance of higher education institution management in terms of communication, collaboration, active

participation, and knowledge management. These are crucial variables for the emerging digital economy.

Recommendations to the Faculty administration

The university's central administration should transit from the promotion of ideological and philosophical knowledge to more practical knowledge that creates wealth and social value. They should develop and regulate more monitoring and evaluation frameworks which checks on effectiveness of its staffs via social media platforms. This can be done through the strategy reporting structure. The framework will improve knowledge sharing which is conspicuously absent. This is a challenging issue for quality, competence and performance for both students and staffs in the University of Yaounde I. They should reconfigure knowledge management strategies to be more performant in the administrative process and content management should reflect the university 's vision and mission. Organizational innovations should be carried out at the level of digital functions or electronic strategy implementation level. This will concern the organizational behavior, organizational culture and organizational climate.

The faculty administration should develop and reinforce the implementation of the digitalization policies by allocating more resources to the development of knowledge management infrastructures. There is greater need for the data mining center, data warehousing, and effective online learning platform which will promote lifelong learning. Ensuring the development of online libraries at the departmental and faculty level is important because, this will boost research and teaching within the institution. The institution should reinforce the capacity of the staffs in relation to ICT as a way of mitigating the "digital divide" which is a serious challenge for some lecturer-researchers.

Recommendations to the heads of department

The heads of department should ensure and improve the coordination of all the online teaching and research activities within the department in terms of digital competences and skills. This also improves administrative effectiveness.   The heads of department should work to improve the professionalization of the various specialization through digital curriculum innovation and content modernization. They should improve on lecturer-researcher commitment for research supervision, respecting timelines as proscribes the university regulation. This is real in some faculties and departments in the university where students may have spent years without assisting in any scientific conference. There is need for departments and faculties work on

improving these innovative approaches, even by integrating, external stakeholders funding and publications is a challenge.

Recommendations to lecturers and other staffs

An improvement should be done on pedagogic approaches on social media interaction and more practical tools should be used for further training in order to transmit digital skills and competences that prepare students for the knowledge or technological age through social media platforms. They should engage the effective appropriation and use of the ICT tools and devices in the dissemination and exchange of knowledge. This will improve institutional flexibility in terms of communication and decision-making. Moreover, it will help enhance institutional visibility and knowledge sharing capabilities. This will go a long way to enhance school climate and the overall performance of the school system.

Recommendations to research students

Students enrolling for the master's program should be well equipped with digital knowledge which permits them to be able to communicate, collaborate and share knowledge online. This improvement can be done through the provision of digital infrastructure and ICT laboratories etc. This will enable them to be more efficient and performant at the end of the training. They should orientate their social media research towards the creation of wealth. It is also important to know how to manage their time when it comes to the writing of their dissertations and thesis. They should also respect institutional timeline and follow the evolution of programs and policies in higher education and in the university. The creation of digital consultancy links with the university will help boost their performance through the training of competent human capital for fourth industrial development in Cameroon. This will contribute to a sustainable economic development.

This chapter discussed the findings of quantitative field data relating them to theories and literature in relation to social media and school climate in higher education. We looked at similarities and differences in the findings and we noted a significant influence social media usage has on the school climate in the faculty of education of the University of Yaounde I, and its implication on higher education administration in Cameroon. We noted that the effectiveness of institutional administration depends on communication, collaboration and knowledge sharing as an indicator that promotes performance and excellence. Also, digital

governance in higher education today plays a great role in the transformation of teaching and research as well as informed decision making in administration. They play keys roles in translating higher education policies such as: digitalization and knowledge dissemination. Therefore, the development of frameworks for the promotion of effective digital communication, collaboration and knowledge is a gateway to higher education quality management as well as, a catalyst of effectiveness and efficiency in institutional governance.

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APPENDICES

The Dean

N° 614 bis/23/UYI/FSE/VDSSE

AUTORISATION FOR RESEARCH

I the undersigned, **Professor BELA Cyrille Bienvenu**, Dean of the Faculty of Education of the University of Yaoundé I, hereby certify that YUHALA Julia Franka PETYIN, Matricule **21V3167**, is a student in Masters II in the Faculty of Education, Department: *CURRICULUM AND EVALUATION*, Specialty: *SCHOOL ADMINISTRATION.*

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Dr. SHAIBOU HAJI.** Her work is titled « *The effects of social media usage on the academic performance of the students in the university of Yaounde one: the case of the Faculty of Sciences of Education* ».

I will be very grateful if you provide her all the information that can be helpful in the realization of his research work.

This Authorization is to serve the concerned for whatever purpose it is intented for.

Done in Yaoundé, le…………………

120123

For the dean, by order

Dr. Abeh Adolf Tanyi

Université de Yaoundé I		University of Yaoundé I
******		******
Faculté des Sciences de l'Education		The Faculty of Education
******		******
Département de Curricula et Evaluation		Department of Curriculum and Evaluation
*****		******

tyn, a Masters II st
in the Faculty of Education of the University of Yaounde 1. I am carrying out a research work on **"Social Media Usage and its influence on School Climate".**

Please kindly provide answers to the following questions. Your honest response will be helpful to the study. This exercise is purely academic and your response will be kept confidential.

Thank you!

Instructions: Kindly provide appropriate answers in the spaces provided and put a tick in the box with the correct answer of your choice.

Section A: Demographic Information

1. Name of Department……………………………………………………………..
2. Gender: male □ Female □
3. Age: 20-25□ 26-30 □ 30+ □
4. Class: Master's I□ master's II □
5. The Social Media Platform used in your school: FaceBook □ WhatsApp □ YouTube □

KEY: SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree

Section B: Social Media
Cluster A: Communication through social media and school climate

N°	Items	SA	A	D	SD
1	Communication amongst students have a significant influence on the school safety				
2	Messages are well constructed via social media platforms				
3	Messages are well transmitted via social media platforms				
4	Communication via social media promotes a friendly school atmosphere				
5	Communication via social media enhances the ability to understand the school environment				
6	Communication amongst students have a significant influence on the teaching and learning practices				
7	Communication amongst students have a significant influence on cultural diversity				

Cluster B: Collaboration through social media and school climate

N°	Items	SA	A	D	SD
1	Students Usually interact on social media platforms (learner to learner, student to lecturer).				
2	Social Media platforms promote student engagement.				
3	The physical involvement of students via social media enhances the school environment				
4	The mental involvement of students via social media enhances the school climate.				
5	There is an increase in connectedness through the use of social media.				
6	There is cooperation amongst students through the use of social media in achieving specific goals.				
7	The use of social media improves relationships and builds connectedness.				
8	The use of social media mediates institutional conflict.				
9	The use of social media helps in building consensus (agreement)				

Cluster C: Knowledge sharing through social media and school climate

N°	Items	SA	A	D	SD
1	Social media platforms help in sharing knowledge.				
2	Social media platforms help in obtaining ideas.				
3	Social media platforms help in exchanging ideas.				
4	Social media platforms promote an entertaining school environment				
5	Social media boosts self-motivation.				
6	Social media helps in sharing information with added value.				

Section C: School Climate (safety, teaching and learning practices, cultural diversity
Cluster A: school Climate

N°	Items	SA	A	D	SD
1	Students feel connected towards one another.				
2	There is a high respect for diversity in the school.				
3	There is a smooth parent participation and relationship between students and lecturers.				
4	The physical environment at school is safe.				
5	The school climate creates a feeling of belongingness amongst students.				
6	There are little or no discriminatory practices at school.				

7   There is an improvement in the teaching and learning contents in the school.
8   There are good and comfortable infrastructures which makes the environment conducive for all.
9   There is communication via social media which leads to a positive school environment
10 There is collaboration through social media which leads to a favorable school environment
11 There is knowledge sharing through social media which leads to a positive school environment