



Social media use and social capital: Social media usage habits and perceptions of school administrators

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ABSTRACT

Social media allows people to spend time together online and interact and connect. The relationship between well-being and social media usage is being studied more and more because it affects many areas and is discussed from different aspects. In this study, a complete count was made, and an online questionnaire was applied to all 1282 school administrators working at Antalya Provincial National Education public schools. Results reveal how the social media usage habits and social media perceptions of school administrators are, and accordingly how social media may help fertilize their social capital and establishing a healthy work environment. In light of the findings, social media usage habits are gathered under four dimensions: research/information, entertainment, recognition, and development. These gratified needs are the key elements of building one's social capital.

1. Introduction

The benefits that people derive from their interpersonal relationships or social networks are referred to as 'social capital'. Bourdieu defined social capital as "the aggregate of the actual or potential resources which are linked to possession of a long-lasting network of more or less institutionalized relationships of joint acquaintance and recognition" (1985). Putnam indicated two types of social capital: 'bridging', which means accessing new information, exposure to different perspectives, and feeling part of a wider community, and 'bonding', which refers to emotional support, instrumental support, and friendship [1]. Bridging social capital is provided by acquaintances or weak ties. Bonding social capital is derived from one's internal circle with strong ties, such as close friends and family members. Both bridging and bonding social capital is positively associated with subjective well-being. In early studies using cross-sectional designs, positive relationships were observed between the widespread use of social networking sites and social capital [2–5]. Social networking sites complement the existing network of relationships in the offline world by providing a platform for active communication among friends and more passive observation through social news feeds. The use of these sites has been associated with

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higher levels of social capital or the benefits enabled by the existence of a social structure [6]. These benefits include bridging social capital or access to the latest information through various acquaintances and binding social capital or emotional support from close people [1]. Moreover, according to research, the presence of social capital through social networks and communities has a protective quality on health. Social capital can mean that individuals are in a network or community rich in support, social trust, knowledge, and norms and have resources that help them achieve their health goals [7].

Interpersonal studies have provided important insights into the associations of social media usage with cognitive well-being and activities that encourage direct exchange with others. In a diary study, it was found that active Facebook use was positively associated with life satisfaction, while the contrary was observed in passive Facebook use [8]. Most, if not all, studies based on the relationship between active use of social networking sites and subjective well-being report a positive relationship (e.g., Refs. [9–11]). In addition, studies have shown that social media usage for social connection can promote the development of social capital and increase job performance [12–14]. Social media is being researched more and more and discussed from different aspects because it can meet both the rational and emotional needs of their consumers. This critical aspect of social media networks has become even more crucial during the Covid-19 period that physical interaction is almost non-existent.

In organizations, face-to-face interaction has been replaced by online interaction, especially through social media, and this has led to the emergence of new online social capital. Numerous studies have researched the consequences of social media use in employees' social networks on social capital [15–17]. The distance between the administrators of institutions and social media should be considered as a handicap that can damage 'new normal' of work environment.

The relationship between social media use and well-being is an overlooked phenomenon or mostly researched to display its negative effects. However, social media, are used by more and more people day by day, are online platforms that people use them to obtain a social network or to socialize with others. Through social media, people can easily share their interests, activities in their work or private life, personal history, and stories with others [18]. In a study, people who were seen to have more Facebook friends were found to be more associated with perceived social support, which in turn was associated with lower stress levels and therefore fewer physical illnesses and greater psychological well-being [19]. Research suggests that whether engaging with social media helps an individual's well-being may depend, in part, on how they use these platforms (that the main concern of the current study) and that authentic self-expression on social media can be psychologically beneficial [20]. According to research, knowledge sharing is closely related to many organizational results such as organizational performance, the effectiveness of management, innovative and creative approaches, problem-solving skills, organizational learning, innovation and change, competitive advantage, convenience in technological breakthroughs, and employee performance [21]. Thanks to the effective and efficient use of social media tools, it becomes easier to customize and target the content to a specific audience. With this convenience, it is possible to achieve better results for the future because this approach allows people to receive targeted messages and instructions in the language they understand on social media [22].

Social media contributes to building corporate belonging and trust in terms of healthy internal information flow and strengthening communication between internal employees [23]. For example [24], found that the identity of an institution is built in the social network, based on the communication established by the employees using social media. According to Ref. [25]; social media, with its structure that allows users to create content, encourages employees to express their opinions and concerns about work, and in this way, it is a kind of learning and participation by sharing alternative views that may benefit the organization, and culture of cooperation is encouraged. For this reason, the best business schools on a global scale add social media concepts, social media technologies, and skills to their education curricula. For example, courses on social media are offered at schools that are considered elite such as Harvard and Columbia Business Schools, Stanford Graduate School of Business, Indian School of Business, and Indian Institute of Management, with a focus on how to use social media most effectively within an organization [26]; David, [27]. On the other hand, although there are sufficient studies that reveal the contribution of social media use to institutions, institutions and organizations should train their employees about when, for what period, and which social media to use and which ones to avoid or provide guides on these issues. Such preventive policies ensure responsible use of social media and help reduce undesirable consequences for employees and organizations as much as possible [28]. From the perspective of administration, the awareness to be created on critical social media literacy will be an approach that will benefit from the beneficial use of social media in leading a community. For example, in a study on education employees' use of social media that take Twitter as its subject, the use of this medium and the benefits to be obtained are revealed. Among them, new ways of making the most efficient use of technology as creating and collaborating with professional learning networks, connecting with experienced educators, sharing, and collecting necessary resources, are explained [29]. According to Ref. [30]; active use of social networks and similar technologies within organizations and establishing such structures provide transparency in easily understanding who has what information in the organization, accessing the right information exactly, and knowing directly from where it can be accessed. Based on such examples, it is possible to think that the benefits of social media can be easily observed in environments where social media is used efficiently.

2. Purpose and method

Social media tools are a method by which administrators can regularly share their decision-making processes and achievements with stakeholders by using communication channels. Such posts can also proactively affect their public image. Updates to social networking sites such as Facebook, Instagram, Twitter may allow to access necessary information free of charge when appropriate.

In addition, participation in groups formed according to common interests in social media tools, interaction with various information sources or allowing personal experience, content development, critical thinking, education, and training-related activities are important factors that will contribute to the use of social media by administrators.

In their pre-Covid research, Titrek and Sari found school administrators were questioners, low innovators, skeptics and traditionalists in their use of social media (2018). During the pandemic period they had to spend more time on social media due to restrictions such as lockdowns and distance education. These extraordinary conditions may have changed their use and perceptions of social media. In the study on the relationship between social media and social capital, it was observed that students use social media for networking, research, interacting with political groups and having fun. Acun et al.'s study on the relationship between social media and social capital with university students found that students use social media for networking, research, interacting with political groups and having fun (2017). However, studies especially on the relation of school administrators' social media use and social capital are not included in the literature.

This study aims to reveal the purposes and perceptions of school administrators, who have an important place in the education sector, in a period when there are many stressors, and to reveal the role of social media in meeting their social capital needs and accordingly their well-being. In line with this purpose, the research will seek answers to the following questions:

1. What are school administrators' perceptions of the content on social media?
2. What are the social media usage habits of school administrators?
3. Is there a relationship between social media usage habits and demographic variables?
4. Is there a relationship between school administrators' perceptions of social media and demographic variables?
5. Is there a relationship between school administrators' social media usage habits and perceptions and their social capital?
6. Is there a relationship between school administrators' social media usage habits and their social capital accordingly their well-being?

2.1. Sample

The data was collected via an online survey designed on Google forms. Convenience sampling was selected in the study. Convenience sampling is a method that accelerates the research. Because in this method, the researcher chooses the one who is close and easy to access as a sample [31]. The school administrators of the Antalya Provincial Directorate of National Education answered the questionnaire on between 19.04.2021-01.07.2021. A total of 1282 administrators included in the list supplied by the Directorate have been reached, and they filled out the questionnaire voluntarily. Since each administrator on the list was reached, a 'full count' was made in the research. Two of the answer forms were removed from the data because they were not answered properly, and the analyses were made on answers of 1280 participants.

In determining the sample size of the study, Yazıcıoğlu and Erdoğan's (2004) method of calculating the sample size was taken as a reference. In line with this information, the confidence interval was taken as 95 % and the sampling error was taken as 0.05. Considering these criteria, it was calculated that the sample number to represent the universe should be at least 384 people. Considering that increasing the number of the sample would have a higher power to represent the universe, all administrators (1282 people) working in the public schools of the Provincial Directorate of National Education were reached.

2.2. Limitations

This study was limited to school administrators' social media usage habits and perceptions and its benefits on building social capital, did not examine how stakeholders (such as students, parents) perceive and use the social media. In addition, this study does not provide analysis on how school administrators spend time on social media (such as listening to podcasts, reading/sharing tweets). Each of these topics can be a separate research topic. This study is quantitative research. It is restricted to school administrators who use at least one of the social media.

2.3. Measuring and processing

The questionnaire used in the research consists of three parts. In the first part, the school administrators were asked whether they use social media and if not, the reason for this. Then, the factors of perception of trust in social media content were tried to be obtained with a 16-item five-point Likert scale adapted from Apuke and Omar (2020) and [32]. The scale of perception of trust in social media content, which consists of 16 statements, was reduced to 13 statements with a pre-test conducted on 100 participants, and invalid statements were removed. The second part is focused on the social media usage purposes of school administrators. In this section, the social media usage purposes scale consisting of 25 expressions and adapted from Ref. [33] was used. In addition, the time spent by the participants in daily social media and the social media tools they use most frequently is emphasized. The third part focuses on demographic characteristics.

The study was conducted in the exploratory and descriptive type of research to reveal the social media usage purposes of school administrators. It is also to reveal how the use of social media is interpreted according to various variables.

Expressions that overlap with individuals' trust in social media content and their social media usage purposes were measured with a 5-point Likert-type scale ranging from "1-I totally disagree" to "5-I totally agree". Grouping was done by applying varimax rotational factor analysis to social media scales. Accordingly, the reliability value (Cronbach's Alpha) of both the entire scale and the factor groups obtained was also measured. Factor analysis is a general term for a set of statistical procedures that examines correlations between variables in large data sets to see if a small key variable or set of factors can explain the change in the original variable set.

Therefore, factor analysis can often be seen to summarize or reduce the data collected in a survey into a few basic dimensions [34]. To reveal the social media usage habits and perceptions of school administrators in a few basic dimensions, factor analysis was performed on the collected data. Also factor T-test, ANOVA, and correlation analyses were performed to show the relationships between factor structures and socio-demographic variables.

3. Findings

Social media provides users with the opportunity to share information, news, feelings, and thoughts, and also the opportunity to create mutual interaction. While the majority (94 %) of the participants use social media, a small group does not use social media tools. It can be said that the biggest reason why school administrators do not use social media is that they do not see social media tools as reliable (61 %). However, not seeing social media as necessary (22.1 %) is another reason for not using it.

School administrators spend an average of 96.57 min per day on social media platforms. Of the school administrators who use social media, 28.1 % use WhatsApp, 23.8 % use Instagram, 20.6 % Facebook and 14.1 % Twitter. It can be said that school administrators are more interested in these platforms due to the wide coverage, easy interaction, and time flexibility of these platforms. Similar results were obtained in the study of [35]; s. 3920); female managers are more interested in social media and the social media platforms that they use the most are WhatsApp, Instagram, and Facebook, in order of preference.

Social media usage habits and social media perceptions of school administrators differ according to certain variables such as gender and age may affect the use of social media for reasons. For example, while women perceive the use of social media to be based on research or information, men use social media for being recognized. These and similar results are included in the study. While men constitute 67 % of school administrators, 30.9 % are female administrators. 2.1 % of them state that they do not want to specify their gender. While 40.6 % of school administrators are between the ages of 41–50, 38.1 % are between 31 and 40. The rate of those aged 30 and under is only 4.7 %.

3.1. Social media perception

The rapid spread of information due to the nature of social media has caused both people not to question the content they encounter and the spread of fake news, which has more interesting content compared to real news. When exploratory factor analysis was applied to the statements about the perception of trust in social media content, 3 factors were obtained. Factor analysis calculates an eigenvalue for each factor and an eigenvalue of 1 means that the factor can explain as much variability in the data as a single original variable. In other words, the most common rule for deciding whether a factor is important or not is to only include factors with an eigenvalue of 1 or greater [34]. Three factors with an eigenvalue above 1 explain 59.44 % of the total variance. It is an important criterion of factor analysis that the explained variance exceeds 50 % of the total variance [36]. It is seen that this explanation rate is high. It turns out that the reliability test of the scale performed together with the factor analysis is high (Cronbach’s Alpha = ,822), and the sample adequacy test (KMO = ,838) is also well valid. Depending on the alpha (α) coefficient, the reliability of the scale is expected not to be lower than 0.60 and a value of 0.80 and above is considered a highly reliable scale (Kayış, 2010: 405). Kaiser-Meyer Olkin (KMO) is accepted as a measure of sample suitability and is expected to be greater than 0.6 (Tabachnick & Fidell, 2007). Therefore, it can be stated that the KMO value of the study is sufficient for factor analysis. The degree of sphericity (Bartlett’s Test of Sphericity), which shows that meaningful factors can be extracted from the research data, was calculated as 6204.796 and it was seen that this value was statistically significant with 0.00. With the results obtained from these two tests, it was determined that the sample size studied was sufficient for conducting factor analysis and the data were suitable for conducting factor analysis (see Table 1).

While the first factor explained 24.71 % of the variance, the second factor explained 20.11 %, and the last factor explained 15.41 %. It was also examined whether the dimensions shaped on the axis of this study, show any significant difference depending on the gender

Table 1
Method of calculating the sample size.

Population size	± 0.03 sampling error (d)			± 0.05 sampling error (d)			± 0.10 sampling error (d)		
	p = 0.5 q = 0.5	p = 0.8 q = 0.2	p = 0.3 q = 0.7	p = 0.5 q = 0.5	p = 0.8 q = 0.2	p = 0.3 q = 0.7	p = 0.5 q = 0.5	p = 0.8 q = 0.2	p = 0.3 q = 0.7
100	92	87	90	80	71	77	49	38	45
500	341	289	321	217	165	196	81	55	70
750	441	358	409	254	185	226	85	57	73
1000	516	406	473	278	198	244	88	58	75
2500	748	537	660	333	224	286	93	60	78
5000	880	601	760	357	234	303	94	61	79
10000	964	639	823	370	240	313	95	61	80
25000	1023	665	865	378	244	319	96	61	80
50000	1045	674	881	381	245	321	96	61	81
100000	1056	678	888	383	245	322	96	61	81
1000000	1066	682	896	384	246	323	96	61	81
100 million	1067	683	896	384	245	323	96	61	81

(Yazıcıoğlu ve Erdoğan, 2004).

and age variable. There is a gender-based difference in the factors of trust (distrust) and advocacy among factor solutions. On the other hand, the factor of trust (distrust) also shows a significant difference depending on the age variable. The expressions that came together under factor solutions as a result of Varimax rotational factor analysis, the mean values of these expressions, and their factor loadings are shown in Table 2.

One of the dimensions shaped in the axis of this study is trust (distrust) on social media. With the spread of social media, people encounter more information or news than they encounter on television, newspaper, or radio. This feature of social media has caused the sources that provide content to be anonymous, change hands very quickly, or the different information quality in the hands of each user, and such situations have affected the reliability of the information. The fact that the statement "I will share again without reading all the content I see on social media" in the factor has the lowest average value of 1,57 among all expressions, which indicates that the participants do not trust the content on the social media. Content on social media has two sides, just like a coin. Because while school administrators give importance to content sharing on social media, they also do not have much confidence in the content on social media. This result differs with the factors of trust in social media, which is also included in Ref. [32] study, which reveals the factors affecting news sharing in social media and the factors affecting users' perceptions of news sharing. In this study, while users find the content or news on social media reliable, in our study, school administrators do not find social media content to be reliable.

The statement "I trust the social media posts of my friends/acquaintances", which is included in the trust (distrust) factor of social media, has the highest mean value in this factor with an average value of 3.15. It is an important factor displays the crucial role of trust for school administrators. The content on social media that their friends or acquaintances share is an indicator of trust (distrust). The social media trust (distrust) factor explains 24.1 % of the total variance, and the factor reliability test (Cronbach's Alpha: ,807) was found to be high. The factor of trust (distrust) in social media differs according to gender (t: 2.982; df: 1250; p: 0.003). Trust (distrust) of the content shared on social media is higher in female (2.51) administrators than in men (2.38). On the other hand, the age group that attaches the most importance to the perception of trust (distrust) social media content is the school administrators between 31 and 40. So, there is a significant relationship between this factor and the age variable (F = 2,500; df = 4; p = 0.041).

The desire of the users to be the first person who share the content leads to the rapid spread of uncertain information. The fact that the statement "I do research on the accuracy of the content coming through social media" in the factor has the highest average value among all expressions with an average of 4.27 is an indication that school administrators do not share the content on social media without confirming it within the scope of the perception of trust in social media content. It can be said that school administrators do not share news they access through social media without confirming it from other sources (internet resources other than social media, such as friends). This factor explains 19.9 % of the total variance. The reliability test of confirming the information (Cronbach's Alpha: ,782) is also high.

The final factor in the perception of trust in the content shared on social media is advocacy. The participants find the posts of users who have similar views with them on social media or from well-known journalists. The expression "I trust the social media posts of well-known journalists" included in this factor is the expression that school administrators have the highest level of participation with an average value of 3.37. The statements that "I trust the news shared by people who have the same opinion with me on social media" and that "I do not trust the content shared by people who do not agree with me on social media" are also indicators of advocacy in the perception of trust in social media content of school administrators. School administrators accept that the views of people close to their views and well-known journalists are correct. This result is compatible with the studies of [37]. In addition, the "advocacy" factor is also compatible with the studies of [38].

While the advocacy factor alone explained 15.4 % of the total variance, the reliability test (Cronbach's Alpha) was,668. The advocacy factor shows a significant difference based on gender. In other words, there is a significant relationship between advocacy and gender (t = 2.333; df = 1250; p = 0.020). Female school administrators gave more importance to this factor in their social media perceptions than males. While the average for women is 3.09, the average for men is 2.98.

3.2. Social media usage habits

When exploratory factor analysis was applied for social media usage habits, a total of 4-factor solutions (dimensions) were obtained. In factor analysis, the rate of contribution of the factors (dimensions) considered valid in the scale to the variance is important. In this study, four factors with an eigenvalue above 1 explain 64.5 % of the variance. This disclosure rate is high. While the first dimension explains 22.4 % of the total variance, this ratio decreases to other dimensions, and the last dimension explains 9.5 %. The overall reliability analysis of the statements tested together with the factor analysis (Cronbach's Alpha = ,942) was quite high. It can be said that the sample adequacy test (KMO = 0.944), which is done to reveal the sample adequacy, is also valid.

In this study, it was examined whether the dimensions formed in the axis of this study showed any significant difference according to the gender and age variable. In the context of the gender variable, a significant difference was observed in all factors. In the context of the age variable, there is a significant difference in entertainment, recognition, and development factors. The expressions that came

Table 2
Results of Varimax Rotation Factor Analysis of Statements Related to trust in social media content.

Factors	Eigenvalue	Variance (%)	Cumulated Variance (%)	Reliability (Cronbach's Alpha)
Trust (distrust) of Social Media	4,327	24,113	24,113	,807
Confirming information	2,371	19,881	43,994	,782
Advocacy	1,028	15,443	59,437	,668

together under the factor dimensions as a result of the Varimax rotated factor, the averages of these expressions, and the factor loadings are shown in Table 3.

The notion of “research/information” comes to the fore in the propositions in the first factor obtained from exploratory factor analysis. The concept of research was emphasized in the statement “I use it to examine groups and activities for educational purposes” in the factor. This expression has the highest mean value among all expressions such as 4.02 is an indication that school administrators use social media for educational purposes.

In particular, the use of social media platforms by school administrators or teachers not only ensures that they are in constant contact with their colleagues, but also provides the opportunity to create content, distribute information, and obtain and develop information. This increases their job satisfaction and motivation. In current study, results are supportive. Other expressions in the factor consist of expressions related to the use of social media by school administrators, such as doing research on school projects/tasks, learning up-to-date information, and communicating with colleagues. The research/information dimension was more accepted by school administrators than other dimensions and contributed the highest value to the total variance with a rate of 22.4 %. The reliability test of this factor (Cronbach’s Alpha = ,899) is also quite high.

The second dimension in the social media usage habits of school administrators is entertainment. The expressions that make up the factor have an average value of more than 3. Therefore, it can be said that entertainment is an important factor in school administrators’ use of social media. The reliability test of this factor was also quite high as,905. The contribution of the entertainment factor to the variance is 19.9 %. The fun factor creates a significant difference depending on the variables of gender ($t = 3.246$; $df = 1250$; $p = 0.001$) and age ($F = 5.246$; $df = 4$; $P = 0.000$). While women give more importance to the fun factor than men, school administrators are 30 and below gives more importance to the fun factor than other age groups. As age increases, the importance given to the fun factor decreases.

Teaching or school management is considered a stressful profession, and often stress reduces job satisfaction and commitment. The use of social media for entertainment purposes reduces this stress to help individuals relax and increase their well-being. Another dimension that creates social media usage habits is recognition. The fact that the average of the statements under this factor is low, between 2.3 and 2.9, indicates that school administrators give less importance to the use of social media because they want to be recognized by other people, meet new people, or examine other people’s lives. The contribution of the recognition factor to the total variance was 12.5 %, and the reliability test (Cronbach’s Alpha) was as high as,771. It can be said that there is significant gender-based differentiation in the recognition factor. There is a significant relationship between gender and recognition factor ($t = -2.985$; $df = 1250$; $p = 0.003$). Men gave more importance to this factor than women.

The last factor in the social media usage habits of school administrators is development. It is seen that the average values of the expressions in the last factor, which are formed by the propositions related to personal development, such as improving foreign language knowledge and meeting people from different cultures, are below 3, at a low level. There is a significant difference in this factor based on gender ($t = 2.143$; $df = 1250$; $p = 0.032$) and age ($F = 4.378$; $df = 4$; $P = 0.002$). In other words, women give more importance to the development factor in the use of social media than men. However, as age increases, the use of social media for development purposes also decreases. While the contribution of this factor to the total variance was 9.5 %, the reliability test (Cronbach’s Alpha) was,770. It has been revealed as a result of the analysis that school administrators use social media to fulfill their research, entertainment, recognition and development habits. While school administrators use social media to conduct research on education, they also use social media to provide language development. However, it can be said that they use social media to meet new people and sometimes to have fun so they can build social capital via social media. The results of the correlation analysis performed to define the direction and level of the relationship between social media usage habits and social media perception are shown in Table 4.

When the results of the correlation analysis conducted to define the direction and level of the relationship between social media usage habits and social media perception are examined, it is seen that there is a relationship between all motivations. There is a moderate positive correlation between the research/information dimension of social media and the perception of confirming the content in social media ($r = 0.472$; $p < 0.01$). While school administrators use social media for research/information purposes, they also attach importance to the perception of confirming the content in social media. In other words, they confirm the accuracy of the information while researching social media.

It is noteworthy that there is a moderately positive relationship between the dimension of promotion in social media usage habits and the dimension of trust (distrust) in social media perception ($r = 0.439$; $p < 0.01$). While school administrators use social media to get to know new people and to introduce themselves, there is a lack of trust in the profiles and information that people share. However, school administrators do not attach much importance to confirming people’s information when using social media for promotional purposes. Because there is a very weak positive relationship between the dimension of promotion in social media usage habits and the dimension of confirmation in social media perception ($r = 0.157$; $p < 0.01$).

Considering the research results in general, being in constant contact with the colleagues both creates the flow of information and

Table 3
Results of varimax rotation factor analysis of statements related to social media usage habits.

Factors	Eigenvalue	Variance (%)	Cumulated Variance (%)	Reliability (Cronbach’s Alpha)
Research/information	10,337	22,429	22,429	,899
Entertainment	2,024	19,922	42,351	,905
Recognition	1,344	12,559	54,909	,771
Development	1,131	9,595	64,504	,770

Table 4
Correlation Analysis Findings to Determine the Relationship Between Social Media Usage Habits and Social Media Perception (Pearson r).

Social Media Perception			
Social Media Usage Habits	Trust (distrust)	Confirmation	Advocacy
Research/information	.360**	.472**	.358**
Entertainment	.402**	.307**	.394**
Recognition	.439**	.157**	.365**
Development	.352**	.182**	.239**

**p < 0,01

ensures the formation of cooperation. In this case, it enables school administrators to develop themselves both individually and at the workplace and increases their well-being by adding value to their social capital. We can talk about the relationship between the use of social media and the social capital of school administrators. So, this answers the 5th and 6th research questions. By using social media, school administrators both increase social relations and create a supportive school climate.

4. Discussion, conclusion and recommendations

This study, which aims to reveal how school administrators use social media and its benefits on their well-being, has become more important with the digitalization of organizations. Perceptions about the content shared on social media has found meaning around trust/distrust towards the content shared on social media, confirming information, and advocacy has taken their place in social media perception.

Findings reveals that school administrators interpret every content they see on social media with a perception of insecurity, and they do not share the content or information on social media without confirming their accuracy. On the other hand, the school administrators see the content/information that is suitable for their views and the content shared by the people they trust or see as reliable. In other words, there is advocacy in the social media perceptions of school administrators.

Social media usage habits of school administrators found meaning under the dimensions of information/research, entertainment, recognition, and development in general. They can be associated with researching social media for education and information on topics of interest. Sharing knowledge or doing research for information is the most crucial part of education. Preparing technologically savvy, globally capable people with applicable skills to contribute to the knowledge-based economy of the 21st century requires a school leader who leads changes in education by catalyzing technology in a holistic way [39].

Social media allows both individuals and institutions to introduce or express themselves to others. Institutions or individuals communicate with other people, share information, and most importantly, introduce themselves through the profiles they create. School administrators use social media to gather information about other people, to meet new people, or to be known by others. It is seen that the use of social media provides differences in the axis of the gender variable. The fact that men attach more importance to be known by others than women. It shows that their purpose of being recognized by other people, meeting new people, or examining people's lives predominates in their use of social media.

The fact that social media gathers many people from different cultures with the same interest has led to the emergence of interest-oriented groups. Users can participate in discussions in these groups, comment on other users' posts, learn new information and provide personal development. It can be said that school administrators also use social media for reasons such as meeting people from different cultures and improving their foreign language knowledge.

School administration can be considered as a profession in which stress causes a decrease in job satisfaction and job commitment and an increase in attrition [40]. The use of social media is an important factor in reducing this stress because the use of social media is an important factor in development of positive social relations accordingly in increasing social capital and well-being. The school administrators also attach importance to the notion of entertainment in their use of social media.

Finally, considering that social media accelerates workflow in institutions and organizations, facilitates access to information and is an important crisis communication tool, school administrators should be trained on the effective use of social media. In future studies, it may be recommended to conduct different measurements of communication and media technology use and to investigate its impact on other management contexts and employees' social capital and well-being.

Declaration of ethics

Ethical approval for this study was obtained from Akdeniz University Social and Human Sciences Scientific Research and Publication Ethics Committee (Approval Number: 29.03.2021–146). The purpose of the study was explained to the participants and consent was obtained from each participant before the questionnaire forms were applied. Participant information was kept anonymous, and confidentiality was protected. Data were kept in a secure database without identifiers.

Data availability statement

Has data associated with your study been deposited into a publicly available repository? No.
Data will be made available on request.

Additional information

No additional information is available for this paper.

CRedit authorship contribution statement

Bahar Urhan: Writing – review & editing, Writing – original draft, Supervision, Resources, Methodology, Investigation, Data curation, Conceptualization. **Nagihan Tufan Yeniçiftçi:** Writing – review & editing, Writing – original draft, Resources, Investigation, Formal analysis, Conceptualization. **Göksel Şimşek:** Writing – original draft, Methodology, Investigation, Data curation. **Eda Sezerer Albayrak:** Writing – original draft, Methodology, Formal analysis, Conceptualization. **İ. Aysad Güdekli:** Writing – original draft, Methodology. **Sibel Hoştut:** Writing – review & editing. **Begüm Birsen Arslan Çelik:** Writing – review & editing, Methodology.

Declaration of competing interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Appendix. (survey questions)

Do you use social media?

Yes.

No.

If your answer is “No”, could you please indicate the reason(s)?

I do not find it reliable.

I do not consider it necessary.

I don't have time.

I do not have access to (one or more than one) smartphone/computer/Internet etc.

I am not interested in the content.

Limits my freedom.

I don't want to share my information.

Please mark the most appropriate one of the following statements about social media (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

Social media is more reliable than traditional media (newspapers, television, radio)

I trust the social media posts of my friends/acquaintances.

I confirm a news item that I have accessed through social media from internet sources other than social media.

I do research on the accuracy of content coming from social media.

I confirm the content I access through social media from sources outside the internet (such as friends)

I re-share content I see on social media without reading all of it.

Content presented on social media is trustworthy.

The content shared by individuals on social media is reliable.

I trust the posts of the channels where users create content.

I read the content shared on social media by professional media organizations that I trust institutionally.

I trust the news shared by people who agree with me on social media.

I do not trust the content shared by people who disagree with me on social media.

Could you please indicate your degree of agreement with the following statements about the purpose of social media use (Strongly agree, Agree, Undecided, Disagree, Strongly Disagree)?

I use it because it allows me to create my own space (profile, personal page ...).

I use it to meet new people and make new friends.

I use it to keep in touch with my existing friends.

I use it to be recognized by other people.

I use it to do research on my school projects/tasks.

I use it to communicate with my colleagues.

I use it to study the lives of people I am interested in and my friends.

I use it to reconnect with old friends.

I use it to study groups and activities for educational purposes.

I use it to share my thoughts with others.

I use it to join groups that interest me.

I use it to share objects I like (videos, pictures, notes ...).

I use it to encounter current and different information and ideas.

I use it to improve my foreign language skills.

I use it to meet people from different cultures.

I use it to do research on a topic I am interested in or curious about.
 I use it to learn about different views or opinions.
 I use social networks to get together with people with common interests.
 I use social networks to have a good time away from the boring things in my life.
 I use social networks to spend my free time.
 I use social networks to share different types of content (such as texts, videos and images) that I like or am interested in.
 I use social networks to view different types of funny and entertaining posts (texts, videos, cartoons).
 I use social networks to follow social events.
 How many minutes do you spend on social media on average per day? ...
 Which social media platform do you use most often?
 Facebook-Twitter- Instagram- WhatsApp- YouTube- Slideshare- LinkedIn- Other.
 Gender:
 Age:

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