



**HEAD TEACHERS' COMMUNUCATION AND MANAGERIAL OUTCOMES
IN EDUCATIONAL INSTITUTIONS USING
DIGITAL MEDIA**

BY

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In loving memory of my mother, Madam Akua Serwaa.

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ABSTRACT

The study examined head teachers’ communication and management outcomes using digital media at the Ga-Central Municipality of Ghana in the Greater Accra Region, Sowutuom to be precise. Using the qualitative research design, the purposive and convenience sampling methods were used to select the sample. The target population was head teachers from the Ga-Municipal especially from Sowutuom. The total population was 8 made up of 4 head teachers representing both private and public schools respectively. The instrument used for data collection was interview guide which served as a guide to facilitate the in-depth-interview. The Key findings generally indicates that digital media tools has improved head teachers’ communication practices in terms of speed, wider audience reach and rapid

feedback in their daily interactions and engagements with stakeholders which foster collaboration to make informed decisions. These factors improved on the deficiencies of traditional media and enhance the communication and management outcomes of head teachers in educational institutions. The interview guide used for data collection was of two (2) sections comprised of demography, digital media and head teachers communication making a total of 10 questions. Responses of participants were transcribed and thematically analysed. Codes were generated from data sets recurring from the interviews. The findings revealed challenges including literacy in the use of these digital platforms, ease of escalation of sensitive issues, and resource constraints. The outcome of the study was used as a recommendation to school authorities and the Ghana Education Service (GES) to organise workshops to train heads of schools and teachers on the effective use of digital tools to enhance job performance. The study again recommends future research to be conducted involving participants across the country in order to be able to generalize the findings.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This introductory chapter focuses on the background to the study, statement of the problem, research objectives and questions. This chapter also covers the significance of the study, justification of the study and organisation of the study.

1.1 Background of the Study

Over the years, the concept of educational leadership has gone through several reforms since its inception. According to Owings and Kaplan (2012), focus has been shifted from head teachers' personal characteristics to their knowledge and years of practice as well as their communication skills and methods used to disseminate information effectively to achieve desired results in educational institutions. This is because educational leadership is a position that requires the highest skills in both practice and effective communication channels to communicate with stakeholders who matter in the teaching and learning environment for good managerial outcomes. Moreover, another shift witnessed has to do with the role head teachers play in a collaborative environment instead of isolation.

A successful leader is seen to be one that can make decisions through effective communication and interactions with stakeholders to make informed decisions to achieve good managerial outcomes (Owings & Kaplan, 2012).

Murphy (2018), posits that a leader in educational institutions must encourage teamwork and collaboration because as far as educational institutions are concerned, the duties of head teachers should not be reduced to only administrative work but should include good staff management skills, students' performance, excellent stakeholder engagement and above all effective communication skills and channels to ensure rapid feedback for good management outcomes (Murphy, 2018).

Communication on the other hand, can be explained as the process of sending messages from one person to the other which involves skills such as reading, listening, speaking and writing with elements such as sender, receiver, medium, message, context and feedback. Effective communication skills in any institution especially educational institutions are very essential when it comes to understanding the intention of the sender so as to facilitate positive job performance (Msovela, 2022).

In recent times, communication has changed from its former concept as being just a tool of head teachers to convey information from one department to the other but serves as the central means by which activities is coordinated to send and pursue organizational objectives. Moreover, an effective head teacher is expected to be able to have good writing skills in different situation and develop techniques to communicate his or her ideas to teachers and other stakeholders in the educational system to achieve good management outcomes (Vroom, 2010).

In education, the communication competence and channels used by head teachers has a very significance effect on positive managerial outcomes. Head teachers who have excellent communication skills in managing the affairs of their institutions are known to achieve great positive managerial outcomes. Hence, head teachers are expected to be on top of all school's communications process whether orally or via digital media to enhance the flow of information within the school and in interactions with parents and other stakeholders (Gray, & Rangelova, and 2023).

According to Brinia et al, (2022), the educational institution is a kind of social system where stakeholders communicate with specific system of values and rules. The effectiveness of any educational institution is the ability to achieve their set goals with readily available resources which effective communication plays a major role. This is done in the form of interaction in which various messages are sent from one source to the other in order for the recipient to

understand messages in ways expected by the sender to influence change in behaviour (Brinia, et al, 2022).

This indicates that educational institutions like any other institutions thrive on effective communication which happens to be one of the important traits to ensure their purpose, and goals are achieved and with the effective role of digital media, the communication processes becomes very easy in the daily interactions and exchanges of information (Brinia, et al, 2022). With the advent of computers coupled with the internet and various digital media tools, it has become possible to use the internet to do almost all that humans do such as processing and sending large data and solving complex problems in various institutions.

According to Orfanidou and Kopsidas (2023), today's technological era expects head teachers to meet the requirements of communication in educational institutions with new digital skills and various leadership skills to be effective leaders and inspire students and teachers, with the sole purpose of transforming the school and integrating it into this new digital age. This notwithstanding, digital media has found its way into our educational systems to serves as a medium of communication, information dissemination, entertainment, and interaction which has become possible for head of institutions to communicate effectively and efficiently as promptly as possible to achieve desired results (Koskei, et al, 2020).

According to Maya (2024), the communication skills of head teachers in educational institutions is the cornerstone for effective transformation and managerial outcomes. In view of this, head teachers must have specific skills and qualities to guide this transformational change successfully using digital media tools effectively. However, head teachers in today's technological age must understand how digital media tools' capabilities can be used to enhance the communication process in educational institutions. Today's educational system requires head teachers to use digital media tools in communication to enable them understand the needs and concerns of teachers, students and other stakeholders in the school community to build strong relationships and foster inclusiveness (Maya, 2024).

1.2 Statement of the Problem

In our Ghanaian educational institutions, much emphasis has not been placed on how head teachers' communication skills affects the smooth running of the school. For this reason, the quality of education has remained unimpressive simply because the complexity of head teachers' school management tasks required them to have exquisite communication skills which unfortunately has not been the case in most of our educational institutions be it public or private (Msovela, 2022).

Unfortunately, majority of head teachers in Ghana do not have adequate formal training in communication skills as well as how to use different digital media channels to communicate effectively to aid in managing the school efficiently to achieve desired outcomes in areas such as decision-making, staff performance and school development (Bush, 2007). Generally speaking, head teachers spend almost all their time monitoring and supervising as well as interacting and engaging the staff, parents and other stakeholders on a daily basis and their ways and methods of communication is as crucial as the information being delivered (McEwan, 2023).

Today's educational environment is characterised by fast growing technological advancements which is changing the way communication and management are handled within educational institutions. Head teachers, who are key figures in school leadership, are to ensure effective communication as a managerial tool for organization success. However, with the rise of digital media, the traditional media dynamics of communication is fast changing.

Lack of effective communication skills on the part of head teachers can be very crucial to the daily affairs in schools which can have numerous negative effects on the good relationship they are to establish and maintain at all levels in their institutions as well as parents and other stakeholders of the school.

Despite the wide spread of the use of digital media in educational institutions worldwide, research on how head teachers in Ghanaian educational institutions use digital media to improve their communication practice is scarce. In Ghana, there is still a dearth of research on the efficient use of digital media for effective communication by head teachers in achieving positive management outcomes such as decision making, staff coordination, stakeholder engagement, and improving the quality of education. There is lack of understanding of the extent to which head teachers in Ghana have adopted these digital media tools and implications for the practice of effective communication strategies to achieve positive management outcomes in the country (Westerman et al., 2014).

This research seeks to explore how the use of digital media contributes to head teachers' communication strategies and how these changes affect managerial outcomes.

The study attempts to close this gap by analysing how head teachers in Ghanaian educational institutions use digital media, looking at the channels they use, the difficulties encountered, and the effect on overall managerial outcomes. Understanding these variables is vital in formulating efficient digital communication tactics that conform to the distinct socio-cultural and economic milieu of educational institutions in Ghana.

1.3. Objectives of the Study

The general objectives of this study was to explore how the effectiveness of head teachers communication styles and methods influence key managerial outcomes like leadership and decision-making, staff coordination and stakeholder engagement within the institution, to understand how digital media usage enhances the relationship between head teachers' communication and the resulting managerial outcomes.

Additionally, the study seeks to focus on understanding the level and type of digital media usage by head teachers and how it affects their communication with staff, students, and other

stakeholders and identify any barriers head teachers face in using social media and the potential benefits it offers for improving managerial outcomes. Specifically, the study seeks to:

1. To analyse the effects of head teachers' communication on decision-making.
2. Asses the digital media platforms head teachers use in communication and stakeholders' engagement.
3. To examine the extent to which social media platforms are utilized by head teachers for communication purposes in educational institutions.
4. To explore the challenges and opportunities associated with using digital media in the context of stakeholder engagement.

1.4 Research Question

1. How does head teachers' communication methods influence decision making process?
2. Which digital media platform do head teachers use when communicating to influence management outcomes such as decision-making?
3. How often do head teachers use digital media for communication in educational institutions?
4. What challenges do head teachers face when using digital media for communication, and how do these challenges affect stakeholder engagements?

1.5 Significance of the Study

The study will help head teachers, administrators, management boards, and various stakeholders in the educational system to have a better understanding of how head teachers' communication skills affects managerial outcomes. The research can provide head teachers in particular with practical insights into how digital media can be effectively utilized to improve communication and management outcomes. By understanding the role of digital

tools, head teachers can adopt better strategies for engaging with staff, students, and the community, which will lead to more effective school management.

The study can guide educational practitioners on how to integrate digital media into their daily management practices. It may highlight best practices for using digital media platforms to facilitate communication, streamline administrative tasks, and enhance decision-making processes.

This knowledge can add to the theoretical frameworks surrounding educational leadership and management. By exploring the role of digital media, the study may expand existing theories on how communication impacts management in educational setting. It is also hoped that the study provides empirical evidence on the role digital media play in educational management, offering a deeper understanding of how these tools influence leadership effectiveness and organizational outcomes.

The research topic addresses a relatively unexplored area in educational research, particularly the intersection of communication, digital media, and management outcomes. This can help bridge gap in the literature and set the stage for future research in similar domain.

The findings of the research can inform policymakers about the importance of digital media in school management and communication which can lead to development of policies that encourage or mandate the integration of digital tools in educational leadership practices. It could support initiatives aimed at enhancing digital literacy among head teachers and school administrators which could lead to professional development programs focused on digital skills. Again, policymakers could use the research to justify investments in digital infrastructure and training for educational institutions. Ensuring that schools have the necessary tools and knowledge to use digital media effectively could become a priority in educational planning and funding.

Finally, the study holds substantial importance in advancing practical applications, expanding academic knowledge, and shaping policy in the field of educational management. By

exploring the role of digital media in head teachers' communication and its impact on managerial outcomes, the study can lead to improvements in how educational institutions are managed and how educational leadership is conceptualized and supported.

1.6 Justification of the Study

Educational institutions worldwide are increasingly integrating digital tools and platforms into their daily operations, including communication and management. As digital media becomes more prevalent, it is crucial to understand how these tools impact the effectiveness of communication and, consequently, managerial outcomes. This study is justified by the need to explore and optimize the role of digital media in modern educational leadership.

In the era of technological advancement, traditional forms of communication are being replaced by digital media. Understanding how head teachers can effectively use these new communication channels to achieve positive managerial outcomes is essential for keeping pace with these changes because head teachers play a pivotal role in the success of educational institutions so their ability to communicate effectively with staff, students, and various stakeholders directly impacts the institution's performance. Investigating how communication influences managerial outcomes provides valuable insights that can help improve the overall effectiveness of educational leadership.

Furthermore, since effective communication is a cornerstone of good management, this study seeks to establish the link between head teacher's communication practices and the success of management outcomes, providing a rationale for focusing on communication as a key area of improvement. Again, effective communication and good managerial outcomes ultimately benefit students by creating a more organized, responsive, and supportive learning environment. Justifying the study in terms of its potential outcomes through better management is a compelling reason for its importance. By improving managerial outcomes,

the study has the potential to contribute to the overall success and reputation of educational institutions, making it a valuable area for research.

In conclusion, the study has the potential to contribute to both theoretical knowledge and practical applications in the field of educational management. By exploring the mediating role of digital media, the study addresses a significant gap in the literature and offers valuable insights that can enhance the effectiveness of head teachers' communication, leading to improved managerial outcome and ultimately benefiting the entire educational community.

1.7 Limitation of the Study

When conducting research, several potential limitations can arise. These limitations can affect the scope, depth and generalizability of the study.

Below are some possible limitations:

1. Limited Access to Participants

Gaining access to a sufficient number of head teachers, and other school stakeholders might be challenging due to their busy schedules and the hierarchical structure of schools. This could lead to a smaller sample size, affecting the generalizability of findings across different educational institutions.

2. Complexity of Digital Media Usage

Digital media comprises of a broad range of tools and platforms. The effectiveness of these tools can vary based on user skill, context and the specific media employed. This may be difficult to attribute changes in communication effectiveness or management outcomes to digital media as a whole, since different tools may produce different effects.

3. Privacy Concerns

When examining digital communication practices, privacy and confidential issues may arise. Schools might be hesitant to allow access sensitive communication data or decision-making process. This could limit the depth of analysis on how digital media is used in internal communication, leading to less detailed findings.

4. Subjectivity and Self-Reporting Bias

When collecting data through interviews, surveys are self-reported questionnaires, there is a risk of social desirability bias where participants might overstate the effectiveness of their communication practices or the role of digital media to appear competent. This could lead to inaccurate findings that do not fully reflect the reality of how digital media mediates communications and management outcomes.

1.8 Organization of the Study

This study is made up of five chapters. The first chapter introduces the research by focusing on the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, justification of the study and the organization of the study.

The second chapter presents literature review, and empirical studies related to the work. The third chapter will contain the theoretical framework and research methodology. Data analysis, presentation of findings and discussions will be in chapter four and chapter five will contain summary, conclusion and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter covers the theories related to the study, empirical studies related to the study and theoretical framework of the study.

2.1 Theoretical Review

The theoretical framework of this study reviews theories which give explanation to how head teachers communication affects management outcomes using digital media. Theories that were reviewed include; Diffusion of Innovation Theory, Technology Acceptance Model

(TAM) and Unified Theory of Acceptance and Use of Technology (UTAUT), Digital Media Literacy Framework, Contingency Theory and Transformational Leadership Theory.

2.1.1 Diffusion of Innovations Theory

Developed by Everret Rogers, this theory explains how, why, and at what rate new ideas and technology spread through cultures. In educational settings, the adoption of digital media for communication by head teachers can be seen as an innovation that diffuses over time. This theory can be used to understand how and the rate at which digital media is adopted by head teachers and how it influences their communication practices and subsequently affects managerial outcomes (Rogers, 2003).

2.1.2 Technology Acceptance Model (TAM) and Unified Theory of Acceptance and Use of Technology

These models look at how head teachers' acceptance of digital tools impacts their communication strategies and management effectiveness. UTAUT is of the opinion that digital competence, ease of use and perceived benefits can predict the extent of digital tool adoption. Leadership outcomes, such as decision-making, communication efficiency and stakeholder engagement, are made effective using digital tools like social media and learning platforms.

2.1.3 Digital Media Literacy Framework

This framework posits that head teachers' digital skills shape their communication and management practices. Again, leaders with high digital competence are more effective in implementing digital communication, improving collaboration among staff and engaging with students and parents. The quality of digital communication strategies such as clarity, accessibility and engagement, play a pivotal role in managerial outcomes.

2.1.4 Contingency Theory

This theory is of the view that there is no single best way to manage an organization but, the optimal course of action is contingent upon internal and external conditions. In managing

affairs in educational institutions, the effectiveness of communication strategies may depend on factors such as the availability and use of digital media tools to enhance the effectiveness of the flow of information from one source to the other. This theory is seen to support the idea that the use of digital media by head teachers can be an important contingency that influences the effectiveness of their communication and resulting to the overall managerial outcomes.

2.1.5 Transformational Leadership Theory

This theory was developed by James MacGregor Burns in the 1970's and further refined by Bernard Bass and others in the 1980's and 1990's (Nyarko, et al, 2022). The theory talks more about the role of leaders in inspiring and motivating followers to improve their performance to a higher level by fostering an environment of innovation and change in their daily activities. In the context of educational institutions, head teachers who adopt transformational leadership practices can effectively communicate their vision and goals using various digital media tools which can lead to improved managerial outcomes.

For the purpose of this study, this theory implies that head teachers who use digital media to communicate effectively can enhance their transformational leadership skills and practices, thereby influencing good managerial outcomes (Bass and Riggio, 2006).

These theories give a comprehensive framework to understand how head teachers' communication, supported by digital media, influences management outcomes in educational institutions. Each theory adds understanding of several aspects of this relationship, offering both theoretical and practical insights.

2.2 EMPIRICAL STUDIES

This portion of the literature takes a critical look at works of other researchers related to the study. Reports of studies in the area of head teachers' communication, managerial outcomes and the mediating role of digital media are examined since it is becoming an area of interest by researchers, reflecting the growing importance of digital media in educational leadership.

2.2.1 Communication and Leadership in Educational Settings

In view of the fact that the use of digital media affects head teachers' communication and managerial outcomes in educational institutions, Harris & Muijs (2018), examines how communication strategies among head teachers impact their leadership effectiveness and school outcomes. It highlights the importance of clear and effective communication in managerial roles within the school.

Harris and Muijs employed qualitative research method to gain a comprehensive understanding of communication in school leadership. They use purposive sampling for the interviews and focus group discussions to gather in-depth insights from school leaders, teachers and other stakeholders about their perceptions of effective communication in leadership.

Findings revealed that schools with leaders who encourage open dialogue and provide opportunities for feedback were more successful in creating a positive school culture since trust between school leaders and staff is often built on open, two-way communication. It was also found that schools with leaders who prioritize clear and frequent communication showed better academic outcomes and improves school climate. Also effective communication reduce staff turnover and improved overall job satisfaction.

Some barriers to effective communication were identified, such as time constraints, lack of communication training for school leaders and the complexities of managing large staff bodies.

Harris and Muijs' research emphasizes that communication is a crucial component of staff which tends to foster better educational outcomes and a more positive school environment. The findings suggest that communication training should be a key part of leadership development program in schools (Harris and Muijs, 2018).

2.2.2 Digital Media's Influence on School Management

Stoll et al, (2006), examines how professional learning communities, often facilitated by digital media, impact communication and managerial outcomes to provide valuable insights into the ways schools and educational leaders collaborate and communicate.

The study used qualitative approach to explore how Professional Learning Communities (PLCs) operate within schools.

The data collection involved interviews and focus group discussion where educators and school leaders were engaged to capture their experiences and perceptions of PLCs. Also, observational studies were done to directly observe the interactions and collaboration with professional learning communities. These methods gave a deeper understanding of the effects of PLCs on both teacher communication and managerial effectiveness.

One key findings was that professional learning communities, especially when supported by digital tools, enhanced communication among teachers and administrators. This was due to increased opportunities for collaboration, reflective dialogue and shared problems that facilitates ongoing discussions. The study highlighted that leadership with PLCs tends to be more distributed, with multiple members taking on leadership roles. This distributive leadership positively affects management outcomes, such as decision-making processes and the implementation of school-wide initiatives.

The study also noted that sustaining these communities could be challenging, particularly when collaborative commitment was lacking among members. The integration of digital tools was seen as both an enabler and a challenge depending on how effectively these tools are used to foster genuine engagement.

These findings suggests that when professional learning communities are supported by digital media can significantly enhance both communication and managerial outcomes in schools, leading to improved educational practices and leadership (Stoll et al., 2006).

2.2.3 The Role of Digital Media

A study by Korkmaz and Arlan (2022), investigates the role digital communication tools play school leadership communication practices such as those of head teachers and teacher performance outcomes focusing on how modern communication technologies impact leadership effectiveness in schools. The study employed qualitative approach to investigate how digital tools influence school leadership.

For qualitative research design, interviews and focus group discussion were used to gather in-depth insights into how digital communication tools influence decision-making, collaboration and leadership styles from principals, vice principals and other educational stakeholders as well as observation of school leaders using digital platforms for daily communication.

Findings revealed that digital tools such as Facebook, Whatsapp and Tiktok enhance communication, improve collaboration and streamline administrative tasks. Digital communication reshapes leadership practices, focusing on transparency, real-time decision and improved teacher-leader communication.

Korkmaz and Arlan (2022) also found that potential barriers such as technology resistance, lack of training, or privacy concerns as well as lack of digital communication tools and school leadership practices which could be discussed by educational leaders (Karkmaz & Arlan, 2022).

2.2.4 Impact of Digital Communication on Educational Leadership

A study by Robinson (2011), examines the role of school leadership in using digital tools to enhance managerial effectiveness and focused on how school leaders make use of digital tools to improve management with educational institutions.

Robin utilized qualitative techniques, allowing for a comprehensive analysis.

Additionally, semi-structured interviews were conducted with selected participants to gain deeper insights into the leaders' experiences and challenges with these tools.

For data collection, the interviews were conducted via virtual platforms, and participants were asked about their perceptions of digital media's impact on general managerial tasks such as decision-making, resource allocation and staff communication. The data were collected over six-month period, capturing real time challenges and successes during the integration of digital tools.

The study found that school leaders who effectively utilize digital media tools saw improvement in managerial efficiency. Tools such as email, social media platforms and management software significantly enhanced communication with staff and stakeholders. Furthermore, leaders who adopted these tools reported better decision-making process due to easier access to data. However, the research also highlighted challenges, such as a digital competency gap among some leaders and teachers, which hindered full utilization of the tools' potential.

This study emphasized on the need for continuous professional development in digital skills for schools.

Robin's research contribute to the growing understanding of digital leadership in education, stressing on the importance of technology in modern school management. It aligns with other recent studies that highlight the transformative role of digital leadership in schools (Robinson, 2011).

2.2.5 Head Teachers' Use of Digital Media

A study by Leithwood and Azah (2023), examines the specific ways in which head teachers use digital media in their roles and the implications for their management practices and outcomes. The study used qualitative methods such as interviews and focus group discussions

to gain deeper insights into the opportunities and challenges digital media present for school management and leadership.

Leithwood and Azah (2023), collected data from a variety of schools with different levels of digital adoption by interviewing selected head teachers for qualitative insights and discussions for understanding how digital tools are used in communication, decision-making and daily administration.

Findings revealed that head teachers use of digital media leads to increased efficiency in administrative tasks, better communication with staff, parents and greater accessibility to data for decision-making. The role of head teachers could shift towards being a facilitator or digital transformation within the school, requiring new skills and strategies. It was also found that digital device issues, resistance to technology adoption among staff and the need for more professional development on digital leadership (Leithwood & Azah, 2023).

These studies provide a foundation for understanding the interplay between communication, digital media and managerial outcomes in educational institutions by head teachers or school leader.

2.3 THEORETICAL FRAMEWORK

Head teachers' communication in educational institutions is as critical as the medium used to send the information from one source to the other to get desired responses to effect positive managerial outcomes. The emergence of digital media has changed the ancient ways of communication, altering the dynamics between head teachers' communication skills and their managerial effectiveness. This literature review explores current research on the study, paying attention to how digital media mediates these relationships.

2.3.1 Communication Practice of Head Teachers

The communication practice of head teachers entails several dimensions, including interpersonal skills, information dissemination, and engagement strategies (Leithwood &

Jantzi, 2005). Other researches highlight that head teachers who use clear, consistent, and transparent communication are more likely to create positive school atmosphere to achieve better managerial outcomes because effective communication is linked to the enhancement of staff morale, increased collaboration, and improve students' outcomes (Harris, 2009).

2.3.2 Managerial Outcomes of Effective Communication

Managerial outcomes associated to effective communication entails improved decision-making, better conflict resolution, and enhanced team cohesion. Studies show that head teachers who communicate effectively are able to manage resources better, support staff development, and drive school improvement initiatives (Day & Sammons, 2016). Positive school culture coupled with the best organizational performance is highly attributed to effective communication on the part the head of the school (Robinson et al, 2008). According to Hallinger (2005), outcomes associated with effective management include improved organizational efficiency, staff collaboration, and good problem-solving skills. Head teachers who are able to communicate clearly are more likely to achieve positive managerial outcomes.

2.3.3 Digital Media

Digital media can be referred to as any form of content that stored, delivered or accessed electronically through digital forms. It comprises of text, audio, video, graphics, or interactive content that is transmitted over internet, mobile devices or other digital channels. It contrasts traditional forms of media, such as print newspapers or television, by being more dynamic and easily distributed across platforms and devices.

Examples of digital Media:

1. Websites and blogs: News sites, online magazines, or personal blogs
2. Social Media: Platforms like Facebook, Instagram, Twitter now X and Tiktok where users create and share content.

3. Video Streaming: Service like YouTube or Netflix which provide video content on demand.
4. Podcasts: Audio content distributed digitally.
5. Digital Advertising: Banner ads, Google Ads, and social media advertisements.
6. E-books: Digitally published books available on online platforms.
7. Video Games: Interactive digital games available on consoles, computers or mobile devices.

2.3.4 The Role of Digital Media

In recent times, digital media is rapidly becoming the tool for communication in almost every organization across the world for enhancing communication of which educational institutions is no exception (Mumtaz, 2000). Digital platforms such as email, social media and educational apps present head teachers with new methods to communicate with staff, students, parents and facilitate a more efficient information dissemination as well as stakeholder engagement (Fuchs & Woessmann, 2014).

2.3.5 The Usefulness of Digital Media in Leadership

Digital media can mediate the relationship between communication strategies and managerial outcomes of head teachers by influencing how effectively information is disseminated, understood and responded within the shortest possible time affect good and rapid decision-making, resource allocation and consistent stakeholder engagement to achieve desired results to improve on the quality education (Aldosari, 2018).

Research suggests that the use of digital platforms, such as social media, can enhance head teachers' ability to manage school operations because it facilitates information dissemination, fosters collaboration and creates opportunities for real-time feedback (Emerald). These tools

also enhance transparency and accountability, contributing to improved performance outcomes for both staff and students.

2.3.6 Recent Developments

Recently, there are studies that emphasize the increasing advantages of digital media in educational leadership and its numerous positive managerial outcomes, especially in facilitating a more dynamic and interactive communication channels. For this reason, several institutions are gradually changing their methods of communication where notes are sent from one department to the other when there is the need for the staff to meet to address emergency situations or discuss serious issues to the adoption of digital media tools which delivers information and receives feedback within the shortest possible time during emergency situations.

2.3.7 Integrating and Future Directions

Combining the insights from this literature reviewed, it becomes obvious that digital media plays an important role in the effectiveness of head teacher's communication on managerial outcomes. Future research could explore how specific digital tools influence different aspects of communication and their resulting positive effects on managerial outcomes (Cuban, 2015). In conclusion, this literature reviewed shows that effective communication on the part of head teachers is very critical for achieving good managerial outcomes. Even though digital media plays an important role by facilitating communication practice, its challenges cannot be overlooked therefore must be taken into consideration and managed properly. As digital tools are increasingly dominating the educational system, it is very important to understand the impact they have on communication practices and managerial outcomes.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter captures the research methodology and procedures used to examine head teachers' communication and managerial outcome using digital media. It includes among others, research design, population, sampling and sampling procedure, data collection procedure, research instrumentation, ethical dimension and methods of data processing and analysis.

3.2 Research Design

Since the purpose of this study is to understand the use of digital media in head teachers' communication and managerial outcomes, a qualitative method was used. According to Creswell (1994), the best way to address "what" and "how" questions is through qualitative research.

This study seeks to understand how digital media mediates head teachers' communication and managerial outcomes in their daily routines. A qualitative research approach was used for this research because the chosen subject matter concerns understanding the use of digital media in head teachers' communication to achieve positive managerial outcomes. In-depth

interviews were conducted involving head teachers and other stakeholders in different schools in Accra.

3.3 Population

Considering the fact that it is practically impossible for the researcher to enumerate all head teachers in Ghana due to time and financial constraints, the researcher saw the need to identify head teachers who are known to use digital media to communicate effectively to achieve positive managerial outcomes since such people were appropriate for obtaining data.

Willimam (2017), describes population as the total number of persons or things of a particular calibre that are the subject of a study. Following this definition, the population of this study is head teachers and other stakeholders in educational institutions in the Greater Accra Region of Ghana, specifically Sowutuom in the Ga-Central Municipal.

3.4 Sampling and Sampling Procedure

For this study, the researcher used the purposive and convenience sampling technique to select participants of this research. Purposive sampling technique was used to select head teachers because the study is purposed to solicit response from specific group of people which are head teachers because it is a type of non-probability sampling that is effective when one needs to study a certain cultural domain with knowledgeable experts within. It is an informant selection tool which is widely used in social sciences. Purposive sampling is a deliberate choice of informant due to the qualities the informants possess. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide information by virtue of knowledge and experience (Bernard, 2002).

According to Kothari (2004), sample size is chosen by a researcher based on the researcher's objective and purpose of the study. Also, taking into consideration time and available resources for the study. For this purpose, the researcher also used convenience sampling to

select eight (8) participants who were most reachable and voluntarily available to participate as well as best suitable due to their knowledge and experience on the subject matter in this study because it is a non-random technique that does not need underlying theories or a set number of informants.

These participants were people who are head teachers and other stakeholders across different schools who have direct responsibility for school leadership and management roles and therefore have the information relevant for this study. These participants were located in the Greater Accra Region of Ghana specifically Sowutuom in the Ga – Central Municipal.

Maluerud et al, (2016), also support the use of a small number of participant with sufficient and relevant information about the subject matter of a study. It is based on this that 8 participants were selected for this study.

3.5 Data Collection Procedure

Creswell (2014), states that there are three main sources of collecting data for qualitative research which are interviews, focus group discussions and observation. Based on this an interview guide was developed for this research and used to guide the questioning of participants.

An interview guide is a structured tool used in qualitative research to facilitate in-depth interviews. It outlines the topics and specific questions to be covered during the interview, providing a framework while allowing flexibility for follow up questions and exploration of new ideas that arise during the conversation (Creswell, 2014). For this reason, in-depth interviews were conducted to elicit information from respondents.

3.6 Research Instrument

The researcher used a structured in-depth interview to extract information on head teachers communication and managerial outcomes using digital media tools. According to (Creswell, 2014), a structured in-depth interview is a qualitative research method designed to gather detailed information from participants through a pre-determined set of questions. This

approach ensures consistency across interviews allowing for deep exploration of specific topics.

The interview guide was in two (2) sections comprising of demography, digital media and head teachers' communication. The guide had a maximum of 10 questions that seek to answer the research questions for this study. All participants were interviewed with the same semi-structured interview guide.

3.7 Ethical Dimension

In research, ethical considerations play a very crucial role to ensure the rights, privacy and well-being of participants. The consent and risks involved in participation must be explained to participants (Malhotra & Birks, 2007). Base on this the purpose of the study should be explained to participants to seek their consent before interviews begin and their agreement to participate should be voluntary. The research should ensure the following:

1. Informed Consent

All participants must provide informed consent before participating. They should be made aware of the research purpose, the expected duration, the confidentiality of their responses and their right to redraw at any time without consequence.

2. Confidentiality and Anonymity

The researcher ensured that the identities of participants remain anonymous and data collected is kept confidential and use codes and pseudonyms instead of real names during data analysis and reporting.

3. Minimizing Harm

The researcher ensured that the research instrument does not lead to any emotional or psychological harm.

4. Bias and Fairness

The researcher ensured that the research instrument is free from bias. Avoid leading questions that might skew participants' responses.

3.8 Pilot Study

1. Introduction

Recently, the increasing usage of digital media tools by head teachers in educational institutions has had a significant effect on how head teachers communicate and manage their schools. Digital media tools, such as social media platforms, emails and virtual meetings are used in head teachers' communication with stakeholders to improve management processes and foster a more inclusive and collaborative environment in educational institutions. This study therefore seeks to explore head teachers' communication and management outcomes using digital media. To ensure the feasibility of the study, there is the need for the researcher to conduct a pilot study before the actual work begins.

Pilot study is small-scale preliminary research conducted to assess the feasibility, time, cost and effectiveness of a full-scale research work (Enago, 2024). This pilot study aims to explore the communication practices of head teachers and how their use of digital media influences their management outcomes. Specifically, it focuses on assessing the effectiveness and challenges of digital media in head teachers' communication and management outcomes (Enago, 2024).

2. Objectives of the Pilot Study

The primary objectives of the pilot study are as follows:

- To assess how head teachers use digital media in their communication with staff, students, parents and the school community as a whole.

- To find out the perceived outcomes of using digital media on the management of schools, focusing on organizational efficiency, stakeholder engagement and decision-making.
- To determine the reliability and validity of tools for further research on this topic.

3. Methodology

Research Design

A qualitative approach was used as the research design for the pilot study, using qualitative data collection procedures which is the semi-structured interviews, focusing on in-depth exploration of head teachers' communication and management outcomes using digital media platforms. This approach was chosen to capture head teachers' perception, experiences and challenges that quantitative data may overlook.

Participants: A total of 8 head teachers; four each representing private and public schools respectively. The participants were selected through purposive sampling; they were chosen based on their regular use of digital media platforms and voluntary participation.

Sample and Sampling Technique

The sample consisted of head teachers from private and public schools within the Ga - Municipal specifically, Sowutuom. The schools were selected using purposive sampling to ensure that they were familiar with digital media tools and had experience using them for communication and management purposes.

4. Data Collection

Data were collected through semi-structured interviews, which allowed for flexibility in exploring head teachers' communication and management outcomes using digital media. Each interview lasted 20-30 minutes. The interviews were audio-recorded, transcribed and analysed thematically.

5. Data Analysis: Thematic analysis was used to identify recurring patterns and themes across the interviews. This method allowed the researcher to interpret qualitative data and draw meaningful insights related to the research questions.

6. Findings

Most head teachers expressed frustration with the complexity of using digital media platforms. While some platforms were user-friendly, others required additional technical support, leading to some challenges.

7. Reliability and Validity

Reliability: Since this is a pilot study, the reliability of the study's findings was assessed through consistency in data collection methods. The use of semi-structured interviews ensured that the same set of questions were asked to each participant, contributing to a level of reliability. However, due to the small sample size (n=8), generalizability is limited, and further studies with larger samples are necessary to strengthen the reliability of findings.

Validity:

To ensure validity, the study used several strategies such as:

Triangulation: The findings were cross-checked by comparing data from different participants to ensure consistency and accuracy. Given that the study focused on understanding participants' experiences, the use of semi-structured interviews allowed for rich and detailed data collection, enhancing the validity. Any potential bias was minimized by maintaining an open-ended interview approach that allowed participants to express their views freely. While the study was conducted with a sample size, the purposive sampling method provided insights from head teachers from private and public educational sectors. However, due to the limited sample size, the results may not be broadly generalizable to the entire head teacher population. Future studies with larger and more diverse samples would be needed for a more representative assessment.

Conclusion

This pilot study provided valuable insights into head teachers communication and management outcomes using digital media platforms. The key findings highlighted both the advantages and challenges of using these platform, including technical difficulties, engagement issues and accessibility concerns.

Despite the limitations of the pilot study, the findings are useful for informing the research design and implementation of future research and can contribute to improving the effectiveness of digital media usage in head teachers' communication. Recommendation for future research include expanding the sample size, using other forms data collection (e.g., observations or focus groups), and exploring other factors that may influence head teachers' communication and management outcomes.

3.9 Data Process and Analysis

The researcher planned and organized the data collected in a disciplined manner. The data was checked for accuracy and then transcribed. These included grouping data on patterns recognised in participants' responses.

Also at this stage the researcher will further edit and code the data depending on the responses received. Information from the interviews were recorded, transcribed and analysed through the generation of themes that reflect the study's findings. Thematic analysis is a procedure used to detect, analyse and report patterns or themes that is contained in a data. Thematic analysis organises and gives description of a data in the simplest possible way. The purpose of thematic analysis is to identify significant themes based on patterns found in the data gathered (Maguire & Delahunt, 2017). The responses of participants was transcribed and thematically analysed. Codes were generated from data sets recurring from the interviews.

These codes will help in interpreting the data and further analysed through explanations. The information will be divided into categories based on questions from the interview guide. Following this the findings will be discussed in relation to research questions and findings of other studies.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter focuses on the results or findings from data collected from respondents and its relevant interpretation. This study was conducted to explore head teachers' communication and managerial outcomes using digital media. For this reason, the interview guide were designed based on the researcher's objectives. The data collected through the use of in-depth interview were responded by head teachers at Sowutuom in the Ga-Central Municipal.

4.1 Demography

4.1.1 Years of Experience

This study gathered data from eight (8) participants who are head teacher. The head teachers who were interviewed have been in the educational institution for some years and have varying years of experience in the profession. The minimum number of experience is three (3) years. Participant 3 had the least experience. He said, *"It is my third year, four months"*. *"I have been a head teacher since September 2010 to present. 13 years and 11 months"* said participant 6 who has the highest number of years' experience.

4.1.2 Institution of Practice

The head teachers who were interviewed for this study are from different sectors. The sectors were private and public sectors.

To support this, *"I am in the private sector"* says participant 1. Participant 6 said, *"Oh., I have been in the public sector"*. *"I am heading in the private sector"* is what participant 7 said. This shows diversity in the experience of head teachers who data was gathered from. These experiences were brought to bear in the interviews conducted.

Responses and Findings from the interview conducted with head teachers on how communication methods influence head teachers communication, digital media tools used by head teachers and the effectiveness of digital media used by head teachers to effectively to achieve are presented in table 1 below.

4.2 Table 1: Preliminary themes (dm = digital media; hts = head teachers)

<p>Theme:How communication methods influence head teachers' communication.</p> <p>Codes</p> <p>Helps to facilitate timely sharing of information.</p> <p>Encourages participation, such as meeting or forums helps gather diverse perspectives, fostering a more inclusive decision-making.</p> <p>Open communication channels with teachers, parents and students helps gather diverse opinions and perspectives.</p> <p>Transparent communication helps build trust among staff</p>	<p>and the community as well as encourages collaboration and sense of shared responsibility in decision-making process.</p> <p>Theme: Digital media tools used</p> <p>Codes</p> <p>Dm platforms normally used are mostly social media handles.</p> <p>Examples: Whatsapp, facebook, websites and tiktok.</p> <p>Experience: Facebook, Instagram and Whatsapp platform help hts send information across to stakeholders.</p> <p>Subtheme: Frequency of use</p>	<p>Subtheme: Effectiveness of digital media tools use.</p> <p>Dm helps hts to engage more, we are able to handle issues on time.</p> <p>Dm platforms like Facebook, Whatsapp and Instagram offer extensive reach to a broader audience.</p> <p>Experience: It gives hts the opportunity to interact with</p> <p>Experience: Dm is effective to hts these ways: platforms like Facebook, Whatsapp and Instagram offer extensive reach to a broader audience.</p> <p>Dm platforms gives hts the opportunity to interact with the school stakeholders in</p>
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<p>real-time, unlike other platforms.</p> <p>Theme: Effectiveness of digital Media Use in Communication by Head Teachers</p> <p>Codes</p> <p>Dm platforms has been very effective.</p> <p>Hts are able to engage more and handle issues on time.</p>	<p>Dm platforms are used very often, in fact, on a daily basis.</p> <p>The digital world now requires its daily use.</p> <p>Experience:</p> <p>Private schools have the privilege to use digital media frequently.</p> <p>Sharing updates, monitor teacher performance and engage with the school community and stakeholders in real-time, unlike other platforms.</p>	
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Table 2 present participants’ responses on the impact of digital media on communication with stakeholders in terms of speed, feedback and reach.

4.3 Table 2: Preliminary themes (dm = digital media; hts = head teachers)

<p>Theme: Impact of Digital Media on Communication with stakeholders.</p> <p>Codes</p> <p>Dm has indeed had a positive impact in hts’ daily</p>	<p>Subtheme: Reach</p> <p>Dm enhances the ability of hts to reach a wider stakeholders.</p> <p>Information sent through dm platforms get a wider audience who are informed</p>	<p>period of time.</p> <p>Dm platforms helps hts to reach a broader and more diverse audience, providing them with a platform for</p>
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<p>interactions with stakeholders.</p> <p>Example: digital media platform like social media enhances community building by providing a space for organizations to engage their audience and share content that promotes connection.</p> <p>Experience: In times of emergencies, such as during the COVID-19 Pandemic, dm played a critical role in keeping the school community intact and informed.</p>	<p>about the schools intentions and decisions within a short</p> <p>Subtheme: Speed</p> <p>Dm has increased the speed at which hts disseminate information.</p> <p>Dm has significantly enhanced hts ability to reach a wider audience more quickly and efficiently.</p> <p>Subtheme: Feedback</p> <p>Dm helps to generate quick feedback from stakeholders</p>	<p>continuous communication, engagement and collaboration.</p> <p>Experience: It allows interaction with stakeholders in real-time and gather immediate feedback which was not possible with traditional media.</p>
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Table 3 presents participants’ responses on the effects of digital media on head teachers’ use of traditional media, the future of communication and management outcomes using digital media as well as the challenges and barriers head teachers face using digital media.

4.4 Table 3: Preliminary themes (dm = digital media; hts = head teachers)

<p>Theme: The Effects of Digital Media on Head Teachers’ Use of Traditional Media</p> <p>Codes</p> <p>Dm has come to help; looking back at the days where calling for P.T.A. meetings and staff meetings took time before serious and emergency issues could be discussed but now with digital media, we are able to create a group on WhatsApp to have almost all our stakeholders on one platform to share information and discuss serious issues to get</p>	<p>Traditional media is gradually losing its essence in the communication process. However, it is still very essential in certain areas students sending newsletters to parents which serves as official notifications.</p> <p>Theme: The Future of Communication and Management Outcomes Using Digital Media</p> <p>Codes</p> <p>Dm platforms will help hts share information as rapidly as possible.</p> <p>Example: rapid feedback to help collaborative decision-</p>	<p>Theme: Challenges and Barriers</p> <p>Codes</p> <p>Lack of digital literacy; there is limited understanding of dm tools and platforms.</p> <p>Most hts don’t have the know-how.</p> <p>Even though dm helps to interact effectively with parents, not all of them have access to these digital platforms which sometimes delay the communication process.</p> <p>Excessive use of Dm can overwhelm stakeholders with too many messages, notifications or updates</p>
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<p>solutions as quickly as possible.</p> <p>Dm platforms like Facebook, Tiktok and Instagram has made school management very easy in terms of advertisement and selling the school to the public for new admission to increase population.</p> <p>Gone are the days where hts had to go places to advertise their schools to increase population.</p> <p>Dm platforms has really come to help by reducing hts workloads making their work very simple and easy.</p>	<p>making and updates whenever the need arises.</p> <p>Dm platforms will perform wonders in addressing issues proactively to redefine management strategies for better outcomes than we see today.</p> <p>Comparing dm platforms now to the future, it is going to take over traditional media completely in terms of data collection and analysis to make informed decisions</p>	<p>which can results in ignoring communications, causing them to miss important information, which affects decision-making and collaboration.</p> <p>Experience: Some staff members and parents sometimes resist the use of these digital platforms since they are used to the traditional way of communication.</p> <p>If there is crisis, the probability that the crisis is going to escalate fast on social media is high and that alone is a major challenge for us. Other challenges were resources (budget and people) constraints and fear for change.</p>
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The research explored how communication methods influence head teachers' communication, digital media tools used; its impact on communication with stakeholders, its effects on traditional media usage, the future of digital media in communication and management outcomes and the challenges and barriers associated with digital media as a means of communication .

This findings is supported by Harris and Muijs (2018) findings which revealed that schools with leaders who encourage open dialogue and provide opportunities for feedback were more successful in creating a positive school culture since trust between school leaders and staff is often built on open, two-way communication. It was also found that schools with leaders who prioritize clear and frequent communication showed better academic outcomes and improves school climate. Also effective communication reduces staff turnover and improved overall job satisfaction to influence good decision-making.

Korkmaz and Arlan (2022), revealed that digital media tools such as Facebook, Whatsapp, Instagram and Tiktok are widely used by school leaders which enhance communication, improve collaboration and streamline administrative tasks. Digital communication reshapes leadership practices, focusing on transparency, real-time decision-making and improved teacher-leader communication.

A study by Harris and Jones (2019), affirms that the frequent use of digital tools such as emails, messaging apps and learning management systems, allow head teachers to maintain better communication with staff, parents and students to foster a collaborative environment conducive for academic improvement and operational efficiency.

Shaw and Carter (2020), affirmed that the effectiveness of digital tools provide a way for head teachers to build stronger relationships with parents, students and the community. Also the ability to share news, celebrate achievements and request feedback can foster a more inclusive and collaborative school environment.

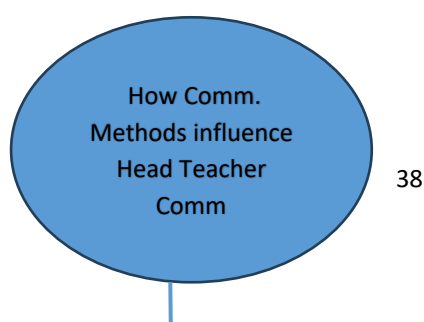
Research by Lovejoy and Saxton (2012), supports the above findings regarding digital reach demonstrating that digital media platform like social media enhances community building by providing a space for organizations to engage their audience and share content that promotes connection. Also through social media, head teachers can interact with not only parents but also other educational stakeholders, creating a sense of belonging and allowing them to show school achievements, extracurricular activities as a way of advertisement.

A study by Johnson and Thompson (2022), supports these findings by affirming that as digital media and technologies keep evolving, head teachers will continuously rely on these tools for effective communication, data driven, decision-making and efficient school management. Again, the attention towards hybrid leadership models, AI driven insights and ongoing digital professional development will redefine the future of educational leadership.

Digital media has affected head teachers use of traditional media drastically because in recent times, the use of digital media is dominating almost all professional institutions in different ways not leaving educational institutions behind. As a results, traditional media is gradually losing its essence. However it is still useful in certain area when it comes to sending information through newsletters.

These challenges indicates that head teachers must carefully consider both technological and human factors attempting to integrate digital media into communication and management process in schools.

4.5 Figure 1: Thematic map



4.6 How head teachers' communication methods and use of digital media influence their communication and management outcomes.

Participants made it clear that effective communication methods and the medium through which information is sent has great influence on management outcomes. Head teachers communication methods is deeply rooted in the digital media tools used, effectiveness of the

digital media tools use in communication, the impact of digital media on communication with stakeholders, the effects of digital media on head teachers' use of traditional media, the future of communication and management outcomes using digital media and the challenges and barriers as a potential threat. Head teachers identified that the type of digital platform tools they use helps in their interactions with both internal and external stakeholders in terms of speed that is how fast their messages are disseminated, how quick feedback is generated, and the ability to reach a wider audience or stakeholders within a specific time frame to get the desired results to influence effective decision-making. They conceptualise these as inextricably linked as they explained that using digital media platforms to communicate in educational institutions would have positive impacts on management outcomes.

“Digital media have enhanced my ability to reach a wider stakeholders. Information sent through digital media get to a lot of people who are informed about the schools’ intentions and decisions within a short period of time. Digital media platforms helps me reach a broader and more diverse audience, providing them with a platform for continuous communication, engagement and collaboration. In times of emergencies, such as during the COVID-19 Pandemic, digital media played a critical role in keeping the school community intact and informed”.

Participants revealed that using these various digital media platforms such as emails, websites Whatsapp, Facebook, Instagram and Tiktok, to share information and interact with stakeholders has brought significant change in their communication process especially in crucial times of crisis, allowing them to quickly address issues and keep stakeholders informed and also serve as a space to provide updates or clarifications as well as preventing the spread of misinformation.

“Digital media helps us to generate quick feedback from our stakeholders says. It allows us to interact with our stakeholders in real-time and gather immediate feedback which was not possible with traditional media. Information disseminated through digital media

platforms goes directly to our target audience and provides the opportunity for a quick feedback. When we use these digital media platforms, we are able to engage more, we are able to handle issues on time”.

Significantly, it was revealed that digital media provides an opportunity for head teachers to hold emergency meetings as issues unfolds to get possible solution to make informed decisions to address problems as they unfold. Additionally, digital media has brought significant changes because as it keeps improving, its use in educational leadership will continue to improve how head teachers manage schools, interact with staff, students, parents and the community as a whole.

“It’s the lack of digital literacy. You know there is limited understanding of digital media tools and platforms. For instance, looking at my age, you can tell I was born before computer. Some people don’t have the know-how. Some of the staff and parents sometimes resist the use of these digital platforms since they are used to the traditional way of communicating. Hmm, if there is crisis, the probability that the crisis is going to escalate fast on social media is high. So that alone is a major challenge for us”.

These participants admitted that despite the numerous benefits of adopting digital media for communication as head teachers, they encounter challenges in their use. Various challenges were stated such as lack of digital literacy, resistance to change and the widespread of crisis situations. Other challenges listed were resources (budget and people) constraints and fear for change.

The future of head teachers using digital media to communicate for good management outcomes is going to bring significant changes because as digital media keeps improving, its use in educational leadership will continue to improve how head teachers manage schools, interact with staff, students, parents and the community as a whole.

“Ooh, looking at the future of digital media, it’s very bright considering its effectiveness now, it’s going to help us share information as rapidly as possible for instant feedback to

help collaborative decision-making and updates whenever the need arises. It's going to do wonders in addressing issues proactively to redefine management strategies for better outcomes than we see today. Looking at its now and comparing to the future, mmm... I think it is going to take over traditional media completely in terms of data collection and analysis which would help us make informed decisions”.

Head teachers' communication methods and the medium through which it is disseminated in educational institutions play a crucial role in achieving positive management outcomes. Over the years, the traditional means of communication where notices were given ahead of time before meetings could be held with both internal and external stakeholders cannot be overlooked though it cannot be compared to the speed at which digital media disseminate information for quick feedback and interactions for good leadership decision-making. Even though digital media has brought significant changes to head teachers' communication and management outcomes, its challenges and barriers cannot be overlooked as well as at the future of these emerging digital platforms predicted to do more than it is witnessed now clearly indicate that digital media has come to stay and would be accepted in the teaching and learning process in educational institutions as in other professions to help head teachers, teachers, students and parents and other stakeholders to interact and share information as quickly as possible for quality education and good management outcomes.

4.7 Summary of Findings

The research question, “how does head teachers' communication methods influence decision-making seeks to explore the relationship between the communication methods of head teachers and their impact on their decision-making process within the school. It was revealed that the ways in which head teachers communicate play a major role in how information is received and understood by teachers, students, parents and other stakeholders to facilitate collaboration when making decision be it face-to-face meetings, emails, or informal discussions play a significant role in shaping or influencing decision making process

in educational institutions. This approach enables head teachers to make informed decisions because it helps them understand their staff from different perspectives to gather valuable insights. For instance, when decision need to be done about changes in school policies, face-to-face meetings are held to gather ideas which helps head teachers make informed decisions.

The research question, “which digital media platforms do head teachers use when communicating to influence decision-making” revealed that even though there are several digital tools, head teachers as key decision-makers within the school, need efficient communication channels for effective interaction with various stakeholders who are the staff, parents, school boards and students. This study revealed that head teachers normally utilise social media channels like Facebook, Twitter now X, Instagram and Tiktok for broader communication and engagement with wider audience and Whatsapp to communicate or engage their immediate stakeholders within the school setting. These digital platforms helps head teachers to send information as quickly as possible which is critical for decision-making. Through messaging platforms like Whatsapp, head teachers can gather various ideas, share insights and collaborate with others to make timely decisions. These various digital tools head teachers use helps in enhancing collaboration, ensuring transparency and facilitate informed decision-making, which ultimately contributes to better management outcome.

The research question, “how often do head teachers use digital media for communication in educational institutions,” brought to bear that head teachers use digital media as often as possible in their daily interactions with teachers, the school management board, parents and the other stakeholders in educational institutions. Due to the advancement of technology and the digital world in which we find ourselves today, it has become nearly impossible for one to stay without the use of these digital tools when communicating with either colleagues or peers especially head teachers whose work demands daily interaction as well as sending and

receiving messages from one department to the other. Moreover the digital world now requires its daily use. Also, it was found out that private schools have the privilege to use digital media frequently in terms of sharing updates, monitor teacher performance and engage with the school community and stakeholders in real-time, unlike public schools.

The research question, “what challenges do head teachers face when using digital media for communication and how these challenges affects stakeholder engagement”, revealed that despite the numerous benefits of digital media as the communication tool by head teachers, its challenges cannot be overlooked. Some of the major challenges found were lack of digital literacy since some stakeholders such as parents, students, staff or even students may lack the skills or confidence to use digital media effectively which can results to uneven communication, where some maybe left out on important updates, reducing their involvement in important decision-making and trust. Also, the study found out that some staff or parents resist the use of digital communication methods, since they are more comfortable and used to the traditional ways of communication. Another challenge head teachers encounter is the widespread of crisis situations and privacy is compromised, which affects the trust and confidentiality of head teachers. For instance when it comes to protecting sensitive student and staff data from misuse can be complex. Other challenges revealed were resources and cost constraints such as maintaining digital media systems requires financial and human resources and inadequate can lead to poorly managed systems lowering stakeholders engagement levels.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter is a summary of the study's major findings. Conclusions are drawn based on the major findings and recommendations made on how digital media can further improve head teachers' communications and management outcomes in educational institutions.

5.1 Summary of Findings

This study finds that head teachers' communication skills is central to the effectiveness of every educational institution since they give directives for the proper running of the day-to-day affairs of the school and the medium through which head teachers send these messages or information is as crucial as the information itself. Also strong communication skills on the part of head teachers contributes to better delegation of tasks, stronger teacher motivation, and improvement in job performance. However, certain factors can influence their

communication process which may delay response or feedback when emergency situations need to be dealt with for important decisions to be made.

Digital media has come to save the situation making information dissemination and feedback easier in educational institutions. Even though digital media has numerous platforms, head teachers mostly use Whatsapp on a daily basis to send messages and important information within the school and interact with other stakeholders when the need arises and use Facebook, Instagram and Tiktok to share school achievements, events and other important information that need public attention which goes a long way to advertise the school to a wider audience. Also, digital media platform like social media enhances community building by providing space for organizations to engage their audience and share content that promotes connection.

5.2 Conclusion

The findings showed that head teachers in Ghana use a variety of digital media platforms. These platforms include email and social media platforms such as Facebook, Whatsapp, Instagram and Tiktok frequently which aids the work of head teachers. The study also found out that these digital media tools have a positive impacts on head teachers' role in educational institutions. These platforms ensure information gets to wider audience in the shortest time and allows for quick feedback and engagement with their stakeholders. These factors improve on the deficiencies of traditional media and enhance the communication and management outcomes of head teachers in educational institutions.

5.3 Recommendation

It was discovered in this study that despite the numerous benefits of digital media, it poses some challenges in its use. The study found challenges including literacy in the use of these digital platforms, ease of escalation of sensitive issues and resource constraints.

This study recommends head teachers to continue using digital media platforms as the channel of communication because it has been found to have positive impacts on school management outcomes. Also, social media platforms like Twitter or Instagram can keep parents and wider school community informed about events and achievements to foster a more collaborative, transparent and efficient management system that benefits the entire school community.

The study recommends future research to be conducted involving participants across the country in order to be able to generalize the findings.

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APPENDIX

INTERVIEW GUIDE

INTRODUCTION

GREETINGS

- Introduction (Name and school)
- Explain the purpose of the interview.
- Explain the information required and the purpose for which it is being collected.

QUESTIONS

DEMOGRAPHY

- Can you please tell me your position in this institution?
- How long have you been a head teacher?
- Which sector are heading (private or public)

DIGITAL MEDIA AND HEAD TEACHERS COMMUNICATION

1. How does your communication methods influence your decision making?
2. Which digital media platform (s) do you use when communicating to influence managerial outcomes such as decision-making?
3. How often do you use digital media in your communication
4. How often do use digital media in your stakeholder engagement?
5. How effective is digital media in your role as head teacher?
6. How has digital media changed or impacted communication with internal stakeholders?
7. How has digital media changed or impacted communication with external stakeholders?

8. In your opinion, how has digital media affected your use of traditional media?
9. How do you see the future of communication and management outcomes using digital media?
10. What are challenges and barriers for adopting digital media for communication and managerial outcomes?